SELF-HELP ENGLISH LESSONS

SECOND BOOK

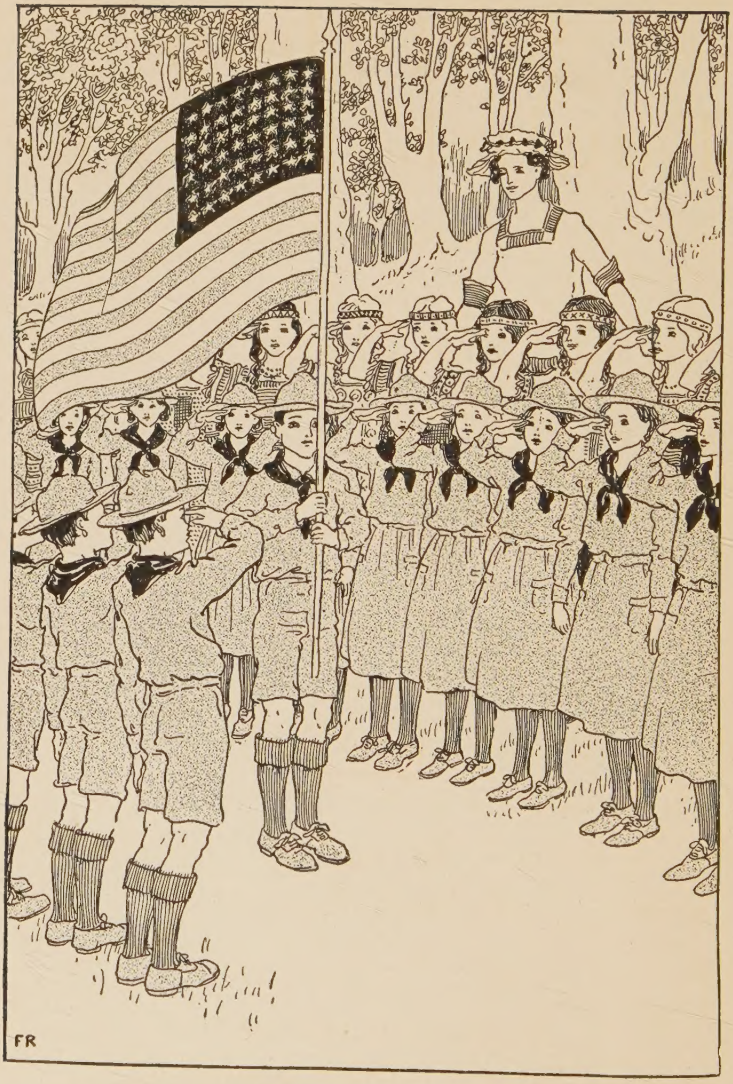
WOHLFARTH-MAHONEY

Elsie Greenawalt

six grade

Digitized by the Internet Archive
in 2026

https://archive.org/details/selfhelpenglishl0000juli



"I pledge allegiance to the flag of the United States and to the Republic for which it stands—one nation, indivisible, with liberty and justice for all."

Self-Help English Lessons

Second Book

By Julia Helen Wohlfarth

Formerly Principal of Horace Mann Elementary School
Teachers College, Columbia University
Joint Author of "New-World Speller" and "Everyday Words"

and John J. Mahoney

Professor of Education, Boston University
Director of Extension Courses for
Harvard Graduate School of Education
and Boston University
Author of "Standards in English"

Illustrated by
Frederick Richardson

Yonkers-on-Hudson, New York
World Book Company
1924

WORLD BOOK COMPANY

THE HOUSE OF APPLIED KNOWLEDGE

Established, 1905, by Caspar W. Hodgson

YONKERS-ON-HUDSON, NEW YORK
2126 PRAIRIE AVENUE, CHICAGO

The outstanding demand of the present era upon the schools is that educational processes be socialized as the most direct means of cultivating a spirit of genuine democracy. Since language is the fundamental social activity, the teaching of English must play an important rôle in realizing the ideal set before the schools. The books of the *Self-Help English Lessons* series represent the response of publishers and authors to the challenge of the times. While in no degree curtailing individual development, they seek to teach language in such a way that its social significance will be more or less consciously realized from the outset, and its relation to good citizenship will become thoroughly established in the higher grades

WMSHEL: SB Reg.–5

Copyright, 1921, by World Book Company
Copyright in Great Britain
All rights reserved
PRINTED IN U.S.A.

FOREWORD

THE title "Self-Help English Lessons" clearly sets forth the general purpose of the series of textbooks of which this is a unit. The books aim to teach children not only to use the English language correctly and effectively, and to enjoy it with constantly growing appreciation, but also to become independent and self-reliant in their efforts to reach the goal.

In pursuance of these aims, the books are, as far as is possible, self-teaching. While this quality by no means eliminates the teacher, the books, instead of being tools in her hands, become her allies.

This book occasionally calls for unstudied dictation exercises, and a few other lessons requiring the use of matter that the pupils should not see in advance. In order that this matter may be conveniently at hand, a "Teacher's Supplement" containing it all will be given free of charge to all teachers whose pupils use this book. The supplement is small, and may be pasted into the desk copy of the language book.

Although the three books of the "Self-Help English Lessons" series are self-teaching, the book for teachers entitled "Self-Help Methods of Teaching English" will prove invaluable to experienced and inexperienced teachers alike. The advent of projects, the emphasis now placed on oral composition, and the necessity for training in self-help methods of study have introduced new and perplexing problems that tax the resources of the strongest teacher. "Self-Help Methods of Teaching English" gives a wealth

of practical suggestions for dealing with these and other types of English problems.

Special acknowledgment for invaluable assistance is made to the following teachers: Miss Lillian E. Rogers, Principal of the Friends' West Philadelphia School; Miss Katherine Morse of the New York Training School for Teachers; and Dr. Frank M. McMurry, Professor of Elementary Education at Teachers College, Columbia University.

Grateful acknowledgment is made to the following publishers and authors for permission to use copyright matter: G. P. Putnam's Sons for two selections from "The Letters of Phillips Brooks," and two selections from "Boys of Other Lands," by Bayard Taylor; D. Appleton & Company for "What Do We Plant When We Plant the Tree?" by Henry Abbe; J. B. Lippincott Company for a selection from "Legends of Flowers, Trees, Fruits, and Plants," by Charles M. Skinner; Harr Wagner Company for "Columbus," by Joaquin Miller; the Century Company for two selections from "The American Boy," by Theodore Roosevelt; A. Wessels for a selection from "Legends of the Iroquois"; Clinton Scollard for "The Sheep in the Sky" and "The Little Brown Wren," from "A Boy's Book of Rhyme"; Robert Loveman for "Song"; Denis A. McCarthy for "Pass It Along"; and Professor Robert A. McElroy for "Our New Liberty Bell."

The selections from the works of Henry W. Longfellow, John G. Whittier, and Oliver Wendell Holmes are used by permission of, and by special arrangement with, Houghton Mifflin Company, the authorized publishers. The Scout Pledge and the Scout Creed are used by permission of The Boy Scouts of America.

CONTENTS

Fifth Grade

SECTION PAGE

A Message to the Pupils 1

CHAPTER ONE—FINDING THE STRONG AND THE WEAK POINTS IN LANGUAGE WORK

1. Story-Telling—Playing Indian 3
2. Telling Vacation Stories 5
3. A Week of Oral and Written Composition 6
4. Using Correct English 9
5. Seeing Pictures in the Mind 10
6. Dictation Lesson 12
7. Spelling Match 12

CHAPTER TWO—STRENGTHENING THE WEAK PLACES

8. Reviewing—A Method of Self-Help 14
9. A Class Composition from a Picture 15
10. Oral Composition 16
11. Letter Writing 18
12. Study of a Poem—A Boy's Song 19
13. Making Notebooks—Another Method of Self-Help . . 21
14. Daily Drill Exercise—Pronouncing and Spelling Words . 25
15. A Spelling Review 26
16. Dictation Lesson 27
17. Oral Composition—Hallowe'en Tricks 28
18. Written Composition—Hallowe'en Tricks 28
19. Learning to Use New Words—Another Method of Self-Help 28
20. Story-Telling—Fables 30
21. Study of a Poem—Song from "Pippa Passes" 31
22. Daily Drill Exercise—Correct Use of *Ought* and *Ought not* 32
23. Using the Eyes—Another Method of Self-Help. . . . 34
24. Oral Composition—Reporting a Discovery 35
25. Written Composition 36
26. Using a Dictionary—Another Method of Self-Help . . 36

CHAPTER THREE—LEARNING TO STICK TO THE POINT

27. Aiming at a Target when Speaking and Writing . . . 40
28. Comparing Two Compositions 42

SECTION PAGE

29. Written Composition—Sticking to the Point 43
30. A Lesson in Explaining 44
31. Punctuation—Using the Comma in a Series 45
32. Daily Drill Exercise—Correct Use of *Then* and *Than* . . 46
33. Study of a Story—The Discontented Brownie 47
Dramatizing the Story 52
34. Dictation Lesson 53
35. Study of a Poem—The Birds' Christmas Carol. . . . 53
36. Conversation Lesson—Christmas Plans 55
37. A Lesson in Explaining 55
38. Letter Writing 56
39. Daily Drill Exercise—Correct Use of *Have* with *Could*, *Would*, *Should*, and *Might*. 56
40. Language Problems—Oral. 58

CHAPTER FOUR—LEARNING TO USE QUOTATIONS

41. Oral Composition 60
42. Copying Lesson 61
43. Direct and Indirect Quotations 61
44. Telling Stories from a Picture. 63
45. Review—How Conversation is Punctuated 64
46. Writing Conversation in Three Ways 65
47. Sentence Study—Asking and Answering Questions . . 67
48. Dictation Lesson 68
49. Study of a Story—Saving the Town Bell 68
50. Study of a Poem—Aladdin 70
51. Written Composition 71
52. Daily Drill Exercise—Correct Use of *Lie* and *Lay* . . 71
53. Good-English Week—A Language Drive 74
54. A Study of Beautiful Word Pictures 76
55. Letter Writing 77
56. The Parts of a Letter 79
57. Language Problems—Written 79

CHAPTER FIVE—LEARNING TO USE EXACT LANGUAGE

58. Telling What Words Mean 82
59. Describing and Story-Telling 82
60. Daily Drill Exercise—Correct Use of *Spoke*, *Spoken; Broke*, *Broken; Began*, *Begun; Drank*, *Drunk* 85

SECTION PAGE

61. A Lesson in Explaining 87
62. Pronunciation Drill. 89
63. Letter Writing 89
64. Dictation Lesson 91
65. Planning a Patriotic Program 92
66. Anecdotes to Study 92
67. Preparing Daily Drill Exercises 94
68. Spelling Review 95
69. Study of a Poem—The Miller of the Dee 96
70. Conversation Lesson—The Ants and the Grasshopper . 97
71. Writing Selections from Memory 99
72. Language Problems—Written and Oral 100

CHAPTER SIX—LEARNING THE USE OF PARAGRAPHS

73. Paragraph Study—Laddie's Last Fire 102
74. Study of a Story—How Cotton Came into the World . 103
75. Copying and Dictation 105
76. Letter Writing 106
77. Story-Telling Week 108
78. Making a Joke Book 108
79. Following Directions—Opening a New Book 109
80. Daily Drill Exercise—Correct Use of *Sit* and *Set* . . . 110
81. Finishing a Story—The Runaway Automobile 112
82. Study of a Poem—Song 113
83. Preparing a Daily Drill Exercise 115
84. Paragraph Study in Connection with Other Lessons . . 115
85. Language Problems—Oral and Written 116

CHAPTER SEVEN—LEARNING HOW SENTENCES ARE BUILT

86. The Parts of a Sentence—Subject and Predicate . . . 118
87. A Language Game—Completing Sentences 121
88. Sentence Study—Kinds of Sentences 122
89. Abbreviations 123
90. Dictation Lesson 124
91. Preparing a Five-minute Drill Exercise 125
92. Telling Stories from a Picture. 125
93. Study of a Story for Dramatization—The Elephant, the Monkey, and the Partridge 125
94. Conversation Lesson—Rules and Laws 128

SECTION PAGE

95. Study of a Story—The King and the Peasant 129
96. Daily Drill Exercise—Correct Use of Words after *It is* . 130
97. A Language Game—Nonsense Sentences 131
98. Conversation Lesson—Some Good Friends 132
99. Written Lesson 132
100. Reading Compositions to Discover Improvement . . . 132
101. Preparing a Daily Drill Exercise 133
102. Language Problems—Oral and Written 133

CHAPTER EIGHT—LEARNING TO BUILD SENTENCES

103. Joining Short Sentences 135
104. Sentence Study—Getting to the Point Promptly 138
105. Preparing a Daily Drill Exercise 139
106. Explaining Things 139
107. Spelling Review 140
108. Study of a Poem—What Do We Plant When We Plant the Tree? 140
109. Conversation Lesson—Magical Planting 142
110. Study of a Story—Two Ways of Looking at Things . . 142
111. Writing a Conversation 143
112. Language Game—Relay Race 144
113. Planning a School Entertainment 145
Some Questions to Answer 147
Books for Summer Reading 148
The Star-Spangled Banner 149
The American's Creed 150

Sixth Grade

A Message to the Pupils 151

CHAPTER ONE—LEARNING NEW METHODS OF SELF-HELP

1. How to Study Independently 153
2. Telling Camp Stories—Oral and Written Composition . 155
3. Book Reports 156
4. Sentence Study—Recognizing Groups of Words That Are Not Sentences 158
5. Preparing Notebooks 160
6. Study of a Story—The Punishment of Echo 160

SECTION PAGE

7. Copying and Dictation 161
8. Training the Eyes to See Mistakes—Another Kind of Self-Help 163
9. Spelling Review 163
10. Study of a Poem—Our New Liberty Bell 164
11. Conversation Lesson—The American Boy 165
12. Study of a Story—The Little Postboy 166
13. Training the Ears—Another Kind of Self-Help . . . 167
Correct Use of *Not* Words 167
14. Problems—Oral and Written 170

CHAPTER TWO—LEARNING TO WRITE BUSINESS LETTERS

15. Review of Letter Writing 172
16. Letter Writing—Interesting Those to Whom the Letter Is Written 173
17. Writing a Business Letter 176
18. Pronunciation Drill. 178
19. Daily Drill Exercise—Correct Use of *Leave* and *Let*, *Bring* and *Take* 178
20. Story-Telling—Oral 180
21. Written Lesson 181
22. Study of a Poem—The Pumpkin 181
23. Forming Language Teams 182
24. A Story to Reproduce—The Honest Farmer 183
25. Writing Stories from Proverbs 184
26. Preparing Correct-Usage Drills 185
27. Story-Telling and Describing 186
28. Writing a Business Letter 189

CHAPTER THREE—LEARNING HOW WORDS WORK: NOUNS

29. Words as Workers 192
30. Language Game—Matching Nouns 194
31. Study of a True Story—A Friend in Need 194
32. Proper and Common Nouns 196
33. Copying and Dictation 197
34. Singular and Plural Nouns 198
35. The Possessive Forms of Nouns 200
36. Conversation Lesson—Politeness 200
37. Explaining—Written Composition 201

SECTION PAGE

38. Paragraph Study—The Pet of the Camp 202
39. Paragraph Study—The Peasants of the Apennines . . 204
40. Correct-Usage Drills 205
41. Study of a Poem—Pass It Along 206
42. Written Composition 207
43. Telling Stories from a Picture. 208
44. Letter Writing 208
45. Dictation Lesson 208
46. Language Problems—Oral and Written 210

CHAPTER FOUR—WORDS THAT ACT AS SUBSTITUTES FOR NOUNS

47. Pronouns 212
48. Incorrect Use of Pronouns. 214
49. Errors in Writing Pronouns 216
50. Oral and Written Composition 217
51. Using a Card Catalogue 219
52. Writing a Business Letter 220
53. Pronunciation Drills 221
54. Study of Two Poems—Selections 222
55. Oral Composition 223
56. Improving Compositions 223
57. Destroying Common Errors 224
58. Study of Fables—A Cheerful View of Things and The Boastful Rushlight 224
59. Conversation Lesson—Thrift 227
60. Copying Lesson 228
61. Dictation Lesson 229
62. Spelling Lesson—Compound Words 229
63. Sentence Study—Combining Short Sentences 230
64. Language Problems 231
What Can You Do Now? 232

CHAPTER FIVE—WORDS THAT GIVE LIFE TO SENTENCES

65. Verbs 234
66. Correct Use of Verbs 236
67. Selecting Expressive Verbs 238
68. Drill in Selecting Verbs 239

SECTION PAGE

69. Word Pictures from the Poets—Short Selections . . . 240
70. Study of a Story—How "The Star-Spangled Banner" Came to Be Written 241
71. Conversation Lesson—Safety First 243
72. Oral Composition—Anecdotes 246
73. Pronunciation Drills 246
74. Punctuation—Using the Comma to Set Off Words That Explain 247
75. Copying and Dictation Lesson 248
76. Writing a Business Letter 249
77. Conversation Lesson—The Boy Who Recommended Himself 250
78. Writing Letters of Application 251
79. Spelling Troublesome Verbs 252
80. Dictionary Contest 252
81. Language Problems—Oral and Written 253

CHAPTER SIX—WORDS THAT PAINT PICTURES

82. Adjectives 255
83. Use of *A* and *An* 257
84. Sentence Study 258
85. Selecting Suitable Adjectives 259
86. Oral Composition—Making Riddles 261
87. Oral and Written Composition in Other Subjects . . . 261
88. Study of a Story—King Arthur and His Knights . . . 262
89. Modern Knights 266
90. The Good-English Knights 268
91. Spelling Review 268
92. Oral Composition—Telling Anecdotes 270
93. Letter Writing 270
94. Explaining How to Do Things 271
95. Oral Composition—Explaining How to Play a Game . . 271
96. Preparing a Program 272
97. Study of a Story Poem—The Little Brown Wren . . . 272
98. Proper Adjectives—Use of Capitals 274
99. Dictation Lesson 275
100. Using Exact Language 275
101. Problems—Oral and Written 276

SECTION PAGE

CHAPTER SEVEN—WORDS THAT HELP VERBS

102. Adverbs 278
103. The Correct Use of Adverbs 280
104. Common Errors in the Use of Adverbs 281
105. Telling Stories from a Picture 282
106. Telephoning—Oral and Written Lesson 285
107. Conversation Lesson—Daniel Webster's First Case . . 287
108. Study of a Word Picture—The Luck Boat of Lake Geneva 288
109. Conversation Lesson—Some Modern Conveniences . . 289
110. Dictation Lesson 291
111. Conversation Lesson—Thrift 291
112. Writing a Business Letter 293
113. Making Language Problems 293

CHAPTER EIGHT—LEARNING SOME LAST THINGS AND TESTING LANGUAGE POWER

114. Another Part of Speech—Prepositions 294
115. Common Mistakes in Using Prepositions 296
116. Conjunctions and Interjections 298
117. The Kinds of Sentences and Their Subjects and Predicates 300
118. What Can You Do Now? 302
Books for Summer Reading 305

Review of "Self-Help English Lessons, First Book" 307

Index 333

FIFTH GRADE

TO THE GIRLS AND BOYS OF THE FIFTH GRADE

THE president of a great university once said that one of the most valuable possessions American children can possibly have is power to use the English language.

Did you ever think of the power to say or write things well as a great treasure? As you go through life, you will find that good English is a key that helps unlock the doors of success. Our country gives every girl and boy a chance to win this prize.

At the beginning of this book is a picture of children saluting the flag. Probably you also do this every day. Talk over with your teacher the words of the salute so that you will understand what a beautiful and solemn promise they contain. And when you repeat this promise day after day, remember that one way to keep it is to make the best possible use of the opportunities our country gives you. Remember too that any good thing you do for yourself is a good thing done for your home and for your country.

CHAPTER ONE

Finding the Strong and the Weak Points in Your Language Work

Are you glad to have a new language book? This one was written to help you to learn many new lessons, and to give you a happy time while you are learning them.

In the lower grades you were taught to tell a short story in clear sentences; to use good English in school and out of school; to understand and enjoy the word pictures of others; to correct some common errors of speech; to write a short paragraph correctly and place it well on paper; and to write a short letter and get the form *exactly right.*

Before learning any new lessons, it is important that you know exactly what you can already do well, and what weak points you need to strengthen. The lessons of this first chapter will help you to find out.

1. STORY-TELLING — PLAYING INDIAN

Did you ever play Indian? What did you do to make yourself look like an Indian?

Read the picture on the opposite page. How many groups of Indians are there? Name each group after an Indian tribe you have read about, and use these names when you talk about the picture.

Which group is being attacked? Is it well defended? What is the attacking party trying to do?

Imagine that the two groups had agreed that the one which first captured two of its enemies should be the victor. Tell clearly how you would try to get two captives if you were in the attacking party. If you were in the other group, should you come out from behind your defenses to catch your enemies? Or should you wait until they had succeeded in getting back of you?

Imagine that the attacking party is victorious, and tell a short class story as it might have been told by one of the group. Your teacher will write the story on the blackboard as you build it sentence by sentence. Give it a good title.

Improving the Indian Story

Read the story. Is it interesting? Has it a good beginning sentence? Are the facts told in their right order? Is the story told in clear sentences? How many sentences are there? Can any of them be made still clearer?

Can you think of better words for any that were used? Improve the story in every possible way. It will remain on the blackboard for a day or two so that you may study it when you are thinking out a story of your own.

Getting Ready for the Next Lesson

At the close of last year you were asked to come to this grade prepared to share a merry vacation experience

with your classmates. You will begin to tell these stories in your next language period.

Sometimes children think that the pupil who went away from home during the vacation has the best chance to tell an interesting story, but this is not always true. While it is entertaining to hear about new places, exciting things happen in back yards, on city streets, and on the quiet farm. Good times are close at hand for wide-awake girls and boys wherever they happen to be.

Before you begin, think how the Indian story was built up. Do not try to commit your story to memory but decide what the opening sentence is to be. It should make your classmates eager to hear the rest of the story. Choose a good title.

Here is a story to start off with:

How the Elephant Lost a Pair of Legs

One rainy day in July we had a circus in our barn. My cousin Tom and I were the performing elephant. Mother spread a big shawl over us and sewed a stuffed stocking on the front of it for a trunk. Everything was all right until the elephant began to perform. Then Tom, in front, moved faster than I did and pulled the shawl over my head. That left the elephant without any hind legs. Everybody roared. I felt foolish, but I couldn't help laughing for all that.

2. TELLING VACATION STORIES

If necessary, take several days for telling the vacation stories, but keep them short.

Where shall you stand? What shall you remember about your voice?

After each story, the class may tell what was good about it. Remember the questions you asked when you were trying to improve the Indian story. At the last, suggest ways in which the story could be improved.

Select the best story told by a girl and the best one told by a boy. Tell clearly why they were the best.

Writing the Vacation Stories

Can you tell your vacation story well on paper? Try to do so today. Besides keeping the story itself in mind, think of margins, indention, capitals, punctuation, and spelling.

When you have written the story, go over it and correct any mistakes you may have made. Your teacher also will correct your story. She will return it to you so that you may see her corrections, and will then put it away as a sample of your best work at the beginning of the new grade. Later she will return it to you so that you may see how much you have improved.

Several of the stories that were well told and placed well on the paper will be hung up where all can see them. Study them carefully. Why?

3. A WEEK OF ORAL AND WRITTEN COMPOSITION

Whenever you express thoughts in words, you are *composing*, or making a *composition*. From now on,

the word *composition* will be used instead of *story*. What does *oral composition* mean? *written composition?*

You will now have five lessons in composition. Each lesson should help you to find out what you can do well, and in what respects you need to improve. Try to decide for yourself, but also listen carefully to the criticism of your teacher and classmates.

Each day you should look ahead and prepare carefully for the work of the following day. Have an interesting story to tell, and be sure to use good sentences.

The First Day — Oral Composition

Tell a short story about something that has happened to you out of school. Have you ever been lost? Have you ever had a pleasant or an unpleasant surprise? Did you ever get into mischief? Have you ever had a funny experience?

The class may criticize each composition, and with the help of the teacher suggest *one* way in which the speaker should try to improve. If you do not agree with the class criticism, ask questions. This will help you to criticize yourself.

Your teacher will write on the blackboard a number of simple topics from your geography lessons. Select one of these and prepare a short composition for your next lesson.

The Second Day — Oral Composition

You know, of course, that you have language lessons only to help you to use good English at all times. Tell the geography stories, keeping in mind the way in which you were to improve.

Did your classmates today find the same strong points they mentioned in the last lesson? Did they find again the weak point you were to strengthen? If they did, what are you going to do about it?

The Third Day — Written Composition

In class you may write a paragraph on one of the following subjects. *Think* and *write* in short, clear sentences.

How I Brush My Teeth
An Exciting Adventure
A Fright I Had
Making Fudge
How I Earned a Dime
Caught in the Rain

Look at the stories hung up in your classroom, and arrange yours on the paper in the same way. When the story is written, find any mistakes you may have made. Correct them neatly.

Exchange compositions. Help the writer of the one you get by writing on the paper what you think is best about the composition. In a second sentence, name one way in which you think the composition might be improved.

When your paper comes back to you, see if you agree with the one who criticized it. If you do not, ask questions.

THE FOURTH DAY — ORAL COMPOSITION

Today you may tell what you should like to be when you are a man or a woman, and why. Correct as before.

THE FIFTH DAY — WRITTEN COMPOSITION

Today your teacher will read to you *once only* a short, interesting story.

Write the story, giving it a good title. Read some of the stories aloud, and select one to be improved by the class.

State clearly in what ways you think you have improved during the week.

4. USING CORRECT ENGLISH

In the lower grades, you had daily three-minute drills to help you to correct some common errors. Some of the troublesome words were *is* and *are*, *saw* and *seen*, *was* and *were*, *come* and *came*, *give* and *gave*, *isn't* and *am not*, *don't* and *doesn't*, *went* and *gone*, *I* and *me*, *teach* and *learn*. One word you tried to drive out of the language; what was it?

Read the following sentences, filling each blank space with one of the words before the sentence:

saw
seen — At the circus I —— a tiger. I had never before —— one.

was were	There —— no lions in the menagerie, but there —— an enormous bear.
went gone	Father had —— to work before I —— to school.
I me	Mother and —— enjoyed the book you gave Nellie and ——.
teach learn	If you will —— me to play checkers, I will try to —— rapidly.
don't doesn't	It —— take long to learn, but some people —— care to try.
gave given	The book was —— to me, but later I —— it to my brother.
did done	At the close of the arithmetic period I had —— five examples. Some children —— eight.
isn't am not	I —— going to the picnic because it —— a pleasant day.

Did your ear tell you when an incorrect word was used? Did it seem natural to use the right word?

What mistakes do you know that you still make sometimes? What bad speech habits have you broken?

With the help of your teacher, select several words that are sometimes wrongly used in your class. Give sentences containing the correct forms. Some of the best will be written on the blackboard. Copy them and keep the paper in your language book where you can easily find it. Use the sentences for a few days in your drills.

5. SEEING PICTURES IN THE MIND

When you express your thoughts, you are trying to make others know exactly what you are thinking.

Do you always see pictures in your mind when you hear others speak or when you read?

How is it in your arithmetic? When you read the words of a problem, do you see pictures? And do the pictures change as you work out the problem?

In your next arithmetic lesson, perhaps your teacher will give you some problems and allow you to draw the pictures you see, and tell how the pictures will help you in solving the problem.

Read the following directions one by one. At a signal from your teacher, take your eyes off the book and perform the act. You will make no mistake if you *think* and *see the act in your mind* before you follow the direction.

Place your right hand over your left eye, and your left hand on the top of your head.

Face the north side of the room and point to the west.

Face the east side of the room and point to the south.

Stand at the right of your desk and face the west.

Your teacher will now read *once only* directions telling you how to play "French Blind Man's Buff." As she reads, imagine a group of children playing the game. Try to see clearly each step of the game.

When the reading is finished, be prepared to tell how the game is played. Or, better still, play it. Those who look on may be ready to help if anything is forgotten or if the players disagree.

With the help of your teacher, answer clearly the following questions: How does the power to see pic-

tures in my mind help me when I am reading? when I am doing an errand for my mother? when I am doing a problem? when I am drawing a picture? when I am telling how to play a game?

Seat Work

For seat work, copy from your geography a short paragraph that helps you to see a picture very clearly. Try to copy without making a single mistake.

Read the paragraphs in class, letting the voice help in every possible way. Did you see pictures when your classmates read their paragraphs?

6. DICTATION LESSON

Your teacher will dictate a short letter that you have never seen. Each part of the letter will be read but once. There will be but one paragraph.

Some one will write the letter on the blackboard. When this has been corrected by the class, correct yours. You will then know if you can get the form of a letter exactly right, and if you can use capitals and punctuation marks correctly.

7. A SPELLING MATCH

What has spelling to do with language? Today you will have a spelling match. Your teacher will dictate words that many children spell incorrectly.

When a word is misspelled, the leader of the opposite team may choose the best speller from the team making

the mistake. Every misspelled word will be written on the blackboard immediately after the mistake is made. At the last, these words will be dictated.

How about *your* spelling?

Two Questions to Answer

You should now be able to answer the following questions:

What do I do best in language work?
What points must I strengthen?

Answer the questions in a short note to your teacher. Say exactly what you think. She will tell you if she agrees with you.

And now that you know what your weak points are, you are ready to learn some self-help ways of strengthening them.

CHAPTER TWO

Strengthening the Weak Places

What did the lessons of Chapter One help you to find out? The lessons of this chapter will help you to strengthen the weak places, and to do still better what you already do well.

8. REVIEWING — A METHOD OF SELF-HELP

Have you ever forgotten anything you were sure you had thoroughly learned? The boy in the picture found that he needed to review the language lessons of the lower grades.

You know, of course, that the language lessons of

the past are the foundation on which you must build the harder lessons of this book, just as lessons in subtraction, multiplication, and short division are the foundation you must have for doing long division, which requires them all.

In order that you may follow the good example of the boy, a review of the First Book has been included in this one. You will find it on pages 307–332. It is put at the back of the book so that you can turn to it quickly.

You will review these lessons *when you need them.* Whenever you find one or more of these review sections referred to, you will understand that you are to review thoroughly before taking up the new work. But you should also use the review pages when you are studying by yourself and find that you have forgotten something. The review is a sort of "first aid" in English. Use it constantly.

Today your teacher will go over the review pages with you so that you may know exactly what they contain. Use the Contents on page 307.

9. A CLASS COMPOSITION

Read the picture on page 17 and then answer the following questions: Is the race a close one or not? Which boy is winning? In what way do the cheers of the other children help the boys who are racing? One boy is not cheering; of what is he thinking?

Review thoroughly Section II, page 309. Then tell

a class story about the picture. Let the boy who came in second be the speaker. Select a good title and an opening sentence that would immediately interest an audience in the story.

Read the entire composition, and improve it in every possible way. Give a reason for every capital and punctuation mark used.

Seat Work

During a study period, review Section IX, page 319, and then copy the story. Place the title in the middle of the line, and remember margins, indention, spelling, capitals, punctuation marks, and the date.

Several of the papers that have no mistakes and are well arranged will be hung up in the classroom. Whenever you write a composition, look at these papers and try to make yours look as well, or even better.

Each day look ahead and see if the following lesson should be studied in advance. Your next lesson calls for oral compositions. You cannot tell a good story unless you think it out before you come to class. Whenever it is necessary, your teacher will go over the new lesson with you.

10. ORAL COMPOSITION

Each pupil may tell a short story about a race or some other contest. If you wish, you may imagine that you are one of the children in the picture, but your story will be more interesting if you tell about a contest in which you have taken part.

E.R.

At the beginning of the lesson, each pupil may give the title of his story. The class may decide which story they would like to hear first.

Did you tell your story in short, clear sentences? If you did not, that is the most important thing for you to learn to do. Remember that a good sentence is one that expresses a thought clearly and then *comes to an end.*

11. LETTER WRITING

Review thoroughly Section XVIII, page 324.

Today you are to write a letter in which you describe your little brother. If you have no brother, describe as an imaginary brother some child you know. Read the following descriptions of the same child:

My little brother is very cunning. He is pretty and very bright. People who pass by often stop to look at him. Then he runs into the house and hides his face in mother's lap.

My little brother is as fat as butter. His eyes are blue and his cheeks are as red as roses. If you could see his hair, you would never imagine that it is combed three or four times a day. It looks as if he had a small haystack on his head. He is always laughing. That is why we call him "Sunny."

Which description helps you *to see* the child?

Answer the following letter. Imagine that your name occurs in place of the blank. How many paragraphs will your letter contain?

1417 Fuller Avenue
Los Angeles, Calif.
March 29, 1921

Dear ——,

I am sending to you today by parcel post a book called "Pig Brother and Other Stories." The stories are so simple that even your little brother will enjoy hearing them.

By the way, I have not seen him since he was a tiny baby. He was very pink and wrinkled then. Please write me how he looks now.

Affectionately yours,
Aunt Bessie

Study very carefully the model in the review section and the letter you are to answer. Do you think that there is any good excuse for not getting the form of your letter *exactly right* when you have full permission to get all the help you can from the book?

12. STUDY OF A POEM

Poets often help us to see beauty in common things. In the following poem, James Hogg lets us share with two boys the pleasures of out-of-door rambles.

A Boy's Song

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river, and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,

Where the nestlings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest;
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

JAMES HOGG

Read the poem silently. A lea is a meadow.

What is meant by the following expressions: *trace the homeward bee, where the nestlings chirp and flee, clustering nuts?*

Read aloud the stanza that describes a spring ramble; a summer ramble; an autumn ramble. Read your favorite stanza. Now read the entire poem. What do you like about it?

Reviewing Favorite Poems

In Section IV, page 310, is a list of the poems you studied in lower grades. Some of these you committed to memory.

What beautiful expressions used in any of the poems do you remember? Have any of these popped into your mind when you were thinking of other things?

Review some of the favorite poems today, and then review them occasionally throughout the year so that they will not be forgotten.

Review also the short stories you learned in lower grades. See Section V, page 311.

13. MAKING NOTEBOOKS — ANOTHER METHOD OF SELF-HELP

Why Notebooks Are Needed

Probably all of you have enjoyed the stories that have been told in class and the letter that was read and answered. Giving pleasure to others is one of the very good reasons why you try to make the lessons interesting. Remember always, however, that the special purpose of each lesson is to help you to use better English — to think and to express your thoughts as well as you possibly can. Each day you have a chance to help yourself, to help your classmates, and to get help from them.

You have noticed, of course, that you do not all make the same mistakes in speaking and writing. For this reason it will be a good plan for each of you to make a language book of your own. This will help you to wage war against your own mistakes, and overcome them one by one. Self-help is the very best kind of help. Why?

You will write in your notebook the words *you* misspell in your written work, the correct forms that you need to use in overcoming *your own* bad speech

habits, the words *you* mispronounce, new words that *you* are learning to use, the poems *you* choose from other books to commit to memory, and now and then a composition so that you can note *your* improvement. Do you see that your notebook will be different from that of every other pupil?

Selecting a Title

Today you may decide what the books shall be named. Here are a few suggestions: "My Own Language Book," "Language Helps," "Self-Help Notebook," "Better English Book," "Language Notebook." Think of other titles.

Tell all that you remember about writing titles, and then review Section III, page 309, and Section VIII, page 318. Different children may write the titles on the blackboard.

What marks are used with a title when it is quoted in a sentence? Why? Complete the following sentence on the blackboard:

I prefer the title —— for our notebooks.

When the sentence has been perfectly written, each pupil may copy it, writing the title that he prefers. Your teacher will then appoint tellers who will count the votes and announce which title was selected.

The selected title may be written on the blackboard in some place where all can see it and where it can remain until you are ready to write it on your notebook.

Preparing the Notebooks for Use

Discuss in class where you will write the title you chose by vote. Look at the cover of this book and the cover of your readers for hints. Select also a good place for your name and school address. Can you think of a good reason for writing these on the cover?

Notice how the school and home addresses below are written. Give a reason for every capital, comma, and period used.

Sadie F. Williams
Fifth Grade
Washington School
Buffalo, N. Y.

Sadie F. Williams
64 Clinton Street
Buffalo, N. Y.

It will be a good plan to practice on a piece of paper the size of your notebook. When you have succeeded in getting a pleasing arrangement, finish the covers.

Why will it be necessary to number the pages of your notebook? Write the numbers very neatly.

In the middle of page 1 write your name once more, and your home address. Should you ever lose the notebook, the finder can then return it to either your school or your home address.

Turn to page vii at the beginning of this book. What word do you find at the top of the page? What is the purpose of a "Contents" in a book?

Make a simple Contents on page 2 of your notebook. You may plan for these topics, *Spelling*, *Pronunciation*, *Correct Usage*, *Word Study*, *Poems*, *Compositions*. If others are needed, they can be added at any time.

Which topics will require more pages than others? With the help of your teacher, decide how many pages shall be used for each topic, and decide also on what page each shall begin. Write each topic on the first line of the page on which it is to begin. Why? Your notebook will then be ready to use.

Using the Notebooks

You may each think of *one* incorrect expression you sometimes use. Write five sentences containing the *correct* form. When your teacher tells you that they are good sentences and are correctly written, copy them into your notebook. In which section shall you write them?

Read these sentences softly to yourself a great many times. You will soon know them by heart. Then say them aloud at home over and over again. If you do this day after day, you will form the habit of using the correct word. This good habit will crowd out the bad habit.

With the help of your notebook you will overcome some of your own bad habits of speech. At the same time you will continue the class drills.

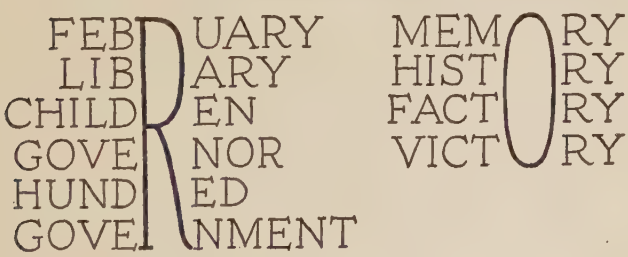
In the lower grades you used three minutes every day for this work. This year it will be a good plan to devote five minutes to the drill. The first three minutes should be given to the new exercise, and the last two minutes to a review from Section VI, page 312.

Do not review the exercises in the order given. With the help of your teacher, select those that will help you to correct mistakes that are still made in your class.

Your teacher will appoint a regular time for the drills. Be ready promptly, so that not a minute will be wasted.

14. DAILY DRILL EXERCISE

PRONOUNCING AND SPELLING WORDS CORRECTLY



What letter is common to the words of the first group? This letter is often omitted in pronouncing the words, and as a consequence, it is also omitted when the words are written. Some children do not pronounce the *n* in *government*. Look out for this word!

Pronounce the words very distinctly after your teacher. Spell them.

What three letters are common to the words of the second group? The *o* is frequently omitted both in speaking and in writing the words. How many syllables have the words *mem'ory*, *his'tory*, *fac'tory*,

vic'to ry? They are often pronounced as if they had but two. Pronounce the words distinctly after your teacher, and spell them.

Use these words and the following sentences in your drills for a few days:

1. One hundred children gathered at the library.
2. They were reading history stories.
3. What poems have you committed to memory?
4. The Governor visited our city in February.
5. He made an address on "Good Government."
6. There is a large cotton factory on the river bank.
7. Three cheers for our famous victory!

Turn to Section XXII, page 328. Review the words, and select any that you still mispronounce. Make a list of these and review them also.

Whenever you make a mistake in pronunciation, your teacher will call your attention to the word. Write it in your notebook, and review it until you pronounce it accurately without stopping to think.

15. A SPELLING REVIEW

A mother once found her little girl poring over a dictionary. "Do you find the dictionary interesting?" she asked.

"Not exactly interesting," replied the girl, "but it is amusing. It spells the words so differently from what I do."

Have you ever known children who did not spell words just as the dictionary does? The words in

Section XXIII, page 328, are all spelled exactly as in the dictionary. They are so commonly misspelled, that each of you should make sure of them all.

Perhaps your teacher will dictate ten of these words every day in connection with your regular spelling lessons. This will help you to find out which ones you still misspell. Copy these into the "Spelling" section of your notebook. It will then be a part of your business to make sure of them.

When they have all been reviewed, write a note asking some other class to have a spelling match with yours. Work hard for the honor of your class!

16. DICTATION LESSON

Review Section X, page 319, and Section XI, page 320. In your next language period you will have a dictation lesson prepared by yourselves. Do your share of the work in your study period.

Write a number of sentences illustrating all the uses of capitals you have learned. You can often include several in one sentence. Write worth-while sentences about your city or places you have studied about, famous people, etc. Have at least one question and one exclamation.

Your teacher will select five or six sentences for your dictation lesson. Do not be satisfied unless at least one of yours is chosen.

17. ORAL COMPOSITION

Today each of you may describe a Hallowe'en trick or game, or tell about fun you have had on Hallowe'en. Review Section II, page 309.

Watch your sentences, and make your story a lively one. Are you improving in oral composition?

18. WRITTEN COMPOSITION

Review thoroughly Section VII, page 318.

Write in the " Compositions " section of your notebook either the story you told in your last lesson, or a new story.

As it is a little harder to write in a book than on a loose sheet of paper, you may first write your story on paper and then copy it, if your teacher is willing for you to do so. If you do this, give your teacher the paper as well as the notebook. The first composition should be written as carefully as if it were not to be copied.

Do not think of your written lessons as *tests*. You are free to use any help you can find in this book. Indeed, that is what you should do. It is one self-help way of learning to improve.

19. LEARNING TO USE NEW WORDS — ANOTHER METHOD OF SELF-HELP

Although Abraham Lincoln went to school but a few months, he was a master of the English language.

He read the few books that he could borrow, thought about what he had read, and tried to use the words of the book in expressing his own thoughts.

You read and understand many words that you never use when speaking or writing. If you follow Abraham Lincoln's example, you will learn to use many new words. Begin by studying the stories in this lesson.

The Wolf and the Crane

A hungry wolf ate some meat so greedily that a small bone stuck in his throat. When all his efforts to get rid of the bone had failed, he cried feebly, "Help! Help!"

Hearing the wolf's cries of distress, a crane came to his assistance. Without a moment's hesitation, she put her beak into the wolf's mouth and drew out the bone.

When the wolf saw that all danger was over, he said, "And now begone, Mistress Crane! Be thankful that you have put your head into a wolf's mouth and are still alive."

"Alas!" said the crane. "How mean a thing an ungrateful monster is!"

Read the fable. What do the following expressions mean: *ate greedily; all his efforts failed; cries of distress; without a moment's hesitation; ungrateful monster?*

Answer the following questions fully, using some of the words of the book, that you have not been in the habit of using:

What happened to a hungry wolf?
How did the crane help him?
How did the wolf thank the crane?
What was the crane's opinion of the wolf?

THE WIND AND THE SUN

The north wind and the sun had a quarrel as to which was the stronger. As each claimed the honor, they decided to see which could first make an approaching traveler take off his cloak.

The north wind began. He blew blast after blast, and sent a cold, driving rain into the traveler's face. The traveler drew his cloak more closely about him.

The sun then came out from behind a dark cloud and shone with all his force. Not able to endure the heat, the traveler threw off his cloak. The north wind acknowledged that he was defeated and slunk away.

Read the fable. Ask each other questions about the meanings of some of the words used.

In your next study period you may select your favorite of these fables and study it until you have the story fully in mind. Prepare to tell it naturally, but use many of the words of the book. Give special attention to your sentences.

20. TELLING THE STORIES

Today you may tell the story you selected. When both fables have been recited several times, you may tell which pupils talked as if telling their own story. Which used many of the words of the book in a perfectly natural way?

For the remainder of the period, you may select from the fable you learned three new words or expressions that you think will be useful to you. *Greedily, distress, efforts failed, the stronger, driving rain, endure,*

acknowledged, are all very useful words or groups of words.

Write the words you select in the "Word Study" section of your notebook, and follow each with an original sentence containing the word and giving a clue to its meaning. Do it in this way:

endure: I cannot endure very hot weather.

Be prepared to tell one of these fables whenever you are called on to do so.

21. STUDY OF A POEM

Some time ago you studied the poem "A Boy's Song." Here is another poem, and this time it is a girl's song.

Pippa was a little girl who worked in a mill and had only one holiday a year. On the morning of this holiday she set out, singing the following song:

SONG FROM "PIPPA PASSES"

The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in his heaven —
All's right with the world!

ROBERT BROWNING

Was Pippa as happy as the boys of the poem "A Boy's Song"? What beautiful things did she spy as

she walked? What picture does the word *dew-pearled* make you see? Which lines show that Pippa had not become discouraged by her hard life?

You may commit to memory either "A Boy's Song" on page 19 or Pippa's song. Your teacher will tell you when to be ready to recite the poem you select.

Seat Work

Review thoroughly Section XVI on page 323. Find all the words in any part of your last lesson that contain an apostrophe, and be ready in your next lesson to explain clearly why each is used.

Write an original sentence containing a contraction, and one in which an apostrophe is used to show possession.

22. DAILY DRILL EXERCISE

The Correct Use of *Ought* and *Ought not*

On the following page is a picture that tells a good-English story. Try to explain fully what the picture means before reading any farther.

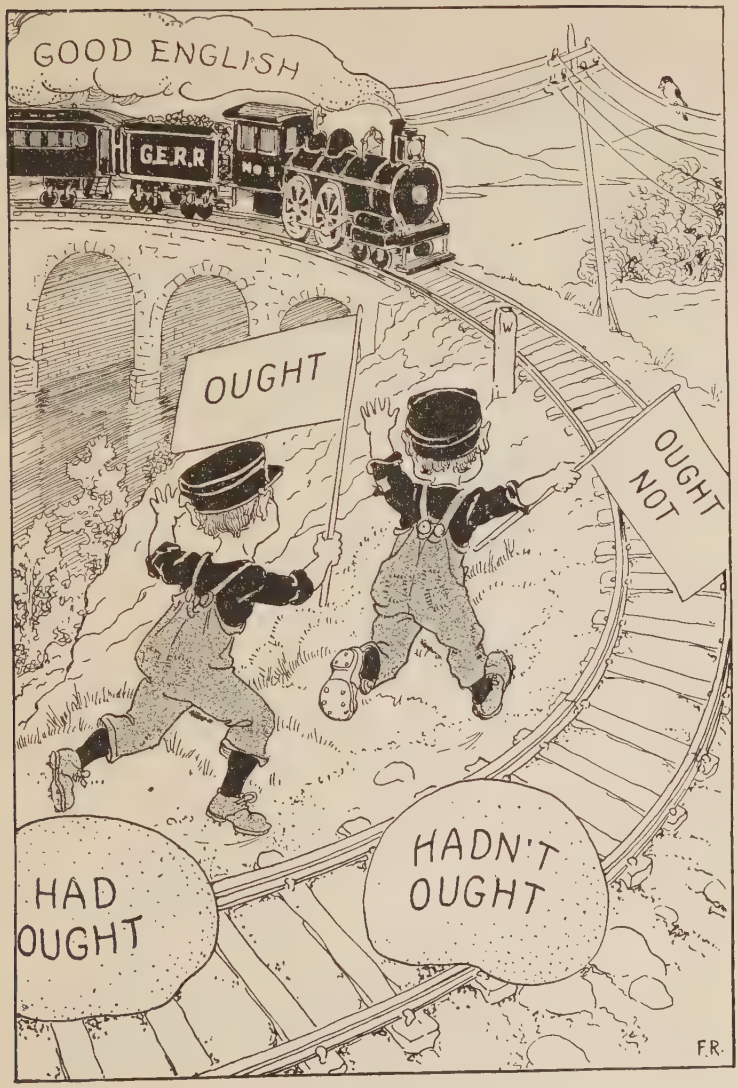
What words are dangerous to the good-English train? What words will prevent an accident?

These sentences are *incorrect:*

You had ought to go.
He hadn't ought to have done it.

The following forms are *correct:*

You ought to go.
He ought not to have done it.


GOOD ENGLISH
G.E.R.R
OUGHT
OUGHT NOT
HAD OUGHT
HADN'T OUGHT
F.R.

Think of some things that ought to be done and of some that ought not to be done in connection with the care of your schoolroom, the use of the Public Library, the treatment of animals, the care of your teeth. Each pupil may give orally one *ought* and one *ought not* sentence.

Read the following sentences:

1. Tom ought not to tease the little fellows.
2. We ought to honor the flag.
3. We ought not to crack nuts with our teeth.
4. Children ought not to frighten birds.
5. I ought always to tell the truth.
6. The strong ought to protect the weak.
7. We ought not to throw papers on the floor.

Use the above sentences in your daily drills for a few days. Select also a review drill from Section VI, page 312.

23. USING THE EYES — ANOTHER KIND OF SELF-HELP

Making Discoveries

When you are a little older, you will enjoy reading the books of John Burroughs, an author who became famous because he learned to use his eyes. After his death in 1921, a friend said of him, "He was alive and his eyes were open."

Do you *see* the common things about you, or do you merely glance at them in passing? You will enjoy your composition work much more if you have inter-

esting things to talk or write about — things that you discover for yourself.

From now on, keep your eyes wide open, and learn all you can about the place in which you live, the work people do and how they do it, the woods and fields about you, places of historical interest, the fruits and vegetables that grow in your neighborhood, and the birds and flowers that you have been seeing all your life, but have never really *noticed*.

You might call the things you find out "discoveries." Since your oral and written compositions are to be short, choose subjects that you can tell about in an interesting way in a single paragraph of a few short sentences. Which of the following titles would not be good for these short compositions? Why not?

Building a House
The Humming-bird's Nest
How to Drive a Nail Straight
Birds' Nests
Our Baby's Cunning Ways
How the Blacksmith Flattens a Piece of Iron
The Blacksmith's Shop
How Our Baby Learned to Walk
Raising Vegetables
The Right Way to Set Out Tomato Plants
Gathering Frogs' Eggs

24. ORAL COMPOSITION — REPORTING A DISCOVERY

Today you may report your first discovery. Who had the most interesting composition? Which pupils reported things that you had never before noticed?

It is not possible to repeat after each composition lesson the directions for criticizing the work. But this criticism is extremely important. At least one or two compositions should be discussed in each lesson. Always criticize your own work. If you are able to point out the weak places in your own work, you will become able to help others as well as yourself.

25. WRITTEN COMPOSITION

Write in your notebook a paragraph about the most interesting thing that you have learned during the past week in connection with some other school subject. Give your composition a good title, and use short, clear sentences. Review Section VII, page 318.

Why should you always write very plainly?

26. USING A DICTIONARY — ANOTHER KIND OF SELF-HELP

Suppose that you enjoyed making things of wood, and some one gave you a tool chest containing every tool you could possibly wish to use. Should you not prize such a treasure? Or imagine that you liked to paint, and some one gave you a box containing every sort of brush, every color of paint, every kind of paper, and any other materials you might need. Should you not consider the gift a very valuable one?

You are using words constantly, and you probably know that a dictionary contains all the words you will

ever need and many more. Is not this, too, a great treasure? Review Section XXIV, page 330.

Learning How to Pronounce Words

The dictionary will help you to pronounce words as well as to spell them correctly.

The dictionary uses marks called *diacritical marks* to tell what sound a letter has in a given case. At the foot of each page are very easy words in which one letter is marked to tell you what sounds it has. These words are called *key words.*

Suppose you wished to find the correct pronunciation of *aëroplane.* You would first find the word in the dictionary. After it you would see this: (ā′ĕr-o̊-plāne′). This tells you that *a* has the same sound as in the key word marked in the same way at the foot of the page. In the same way you would find the sounds of the other vowels.

Notice the accents (′). These tell which syllables are stressed. The heavier accent after the first syllable shows that this syllable is more strongly stressed than the last, after which also there is an accent.

Your teacher will give you much drill in finding the correct pronunciation of unfamiliar words you meet in any of your lessons.

Finding the Meanings of Words

When an unfamiliar word is encountered in reading, the sentence in which it is used often gives a clue to

its meaning. When this is the case, do not consult the dictionary. There is no better way to learn the meaning of a word than from the context.

If the unfamiliar word is not used in a sentence, or if it is read in a sentence which gives no clue to its meaning, the dictionary must be consulted. Read the various meanings, and select the simplest that seems to fit the sentence.

Suppose you were to read this sentence: *The points were joined by an oblique line.* If you do not know what sort of line is meant by the word *oblique*, you should consult the dictionary at once. You will find definitions something like these:

1. Neither perpendicular nor horizontal; slanting; inclined. 2. Not straightforward; indirect; underhand. 3. Not direct in descent.

Following the direction already given that you select the simplest definition that fits the sentence, you will readily choose *slanting*.

Find the pronunciation and the exact meaning of five unfamiliar words from your readers.

You are now ready to use a dictionary. Your teacher will give you much drill in finding words quickly. Use the dictionary whenever you need the kinds of help it gives.

If you have no dictionary of your own, try to earn one. Then use it constantly. Will there be any excuse for misspelling words when you have full permission to go to the dictionary whenever you need to do so?

In this chapter you have studied five kinds of self-help. What are they? If you use them constantly, you will improve rapidly. In what ways have you already improved?

CHAPTER THREE

Learning to Stick to the Point

27. AIMING AT A TARGET

Read the picture. What did both boys plan to do? Which one will probably be successful? What may have made the other boy turn his eyes from the target? Will he hit it in his present position?

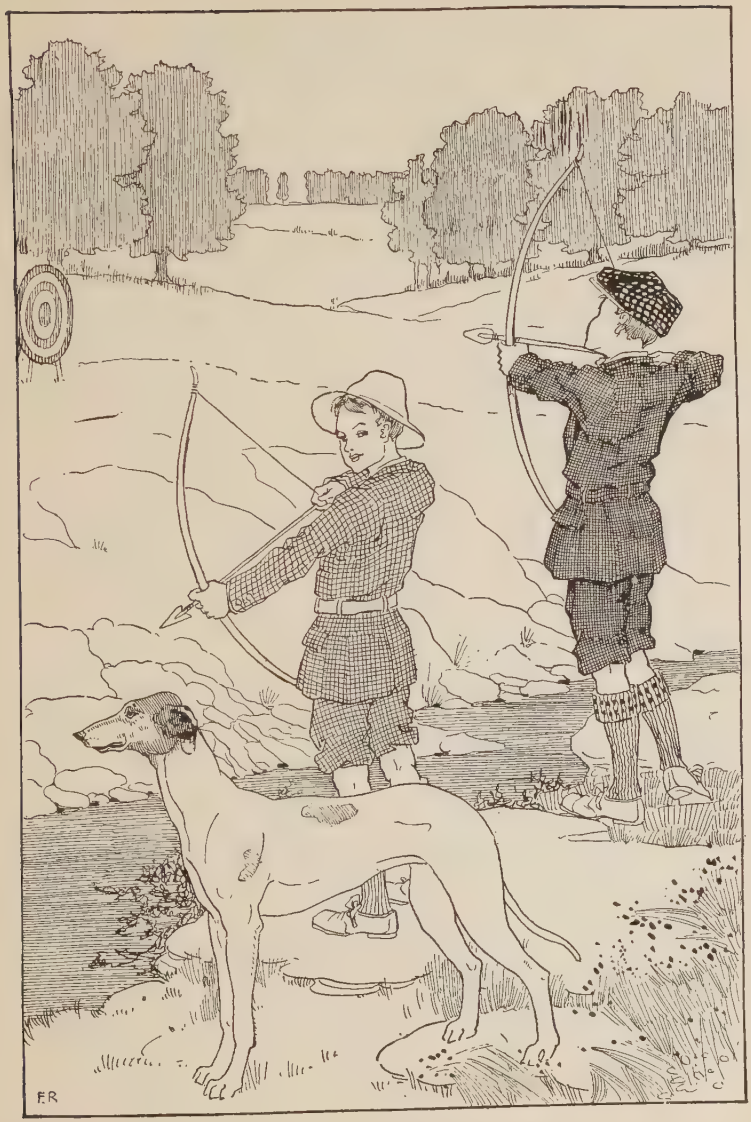
The boy who wrote the following composition also was aiming at something. He had learned that air has pressure, and he wished to make that fact clear to his classmates.

How I Proved that Air Has Pressure

I filled a tumbler with water and held it in my left hand. Then I put a piece of smooth paper over the water. Paper is useful in so many ways. I placed my right hand over the paper and inverted the tumbler. My little brother was watching me. When I took away my right hand, the water stayed in the tumbler. The pressure of the air on the paper kept it in.

How many times did the writer's eyes turn away from his target? Read the composition, omitting the sentences that do not help prove that air has pressure. What does *inverted* mean?

We might express what is taught in this composition lesson by saying, "Stick to your point!" That is, choose *one* thing that you wish to make perfectly clear, and let everything you say help to do this. Aim to do


FR

something, and keep your eyes on the target. In school and out of school, whenever you speak or write, *stick to the point!*

PRACTICE IN STICKING TO THE POINT

Tell exactly how you do something that you have learned to do well. Tell nothing that would not help another child to do the same thing in the same way. When criticizing the stories, answer the following questions:

Did the composition have a point?
Was it told in good sentences?
Did every sentence help make the point clear?

28. COMPARING TWO COMPOSITIONS

One day Jennie, a fifth-grade girl, told the following story:

MY LAST VACATION

Aunt Alice did such a lovely thing last summer. She took me to New Hampshire for the entire vacation. Some very nice girls lived near her, and I enjoyed playing with them. We took walks, went wading in the brook, and played in the hay. One morning another girl and I had an exciting game of croquet. I came home when school opened.

Jennie's classmates first told what was good about the composition. What do you think they said?

They then told her that the composition was not very interesting because it had no point. And if it had no point, Jennie could not, of course, stick to it.

The class decided that they would like to hear about the exciting game of croquet. Jennie then aimed at her target. She tried to make her classmates see how she had won the game. With their help, she finally told the following story:

How I Won an Exciting Game of Croquet

Last summer I won the most exciting game of croquet I ever played. Fannie Williams and I were well matched, and were both trying to make the last two wickets. My ball was in a perfect position. Bang! came Fannie's ball and sent mine flying. She then made both wickets but missed the stake. My heart was in my mouth when I tried to hit her ball from the other end of the court. But I did it! I then made both wickets and my ball just grazed the stake. I had won the game!

In what ways was the composition improved? Did Jennie stick to her point?

Compare the titles of Jennie's two compositions. Could any one tell a good story about the first in one short paragraph? Notice that her second title names the point of her story. Would this make the listeners eager to hear about the game?

29. WRITTEN COMPOSITION

Write in your notebook a report of something you have learned by using your eyes. Decide exactly what you wish to make clear to your classmates. This will be the point of your story. Use clear sentences, and *stick to the point.*

Make sure of margins, indention, spelling, capitals, and punctuation. Turn to the Review Section if you need help that you can get there.

Reading the Compositions

Read the compositions in class, and criticize them by answering the questions on page 42.

If any of you still have trouble in *thinking* and *writing* in clear sentences, try this plan: Think out the entire story. Decide what you wish to say first, express it clearly in words, and then *stop*. If you have expressed the thought clearly, you have a good sentence. Express the next thought in the same way and bring the sentence to an end. If you follow this plan day after day, you will soon use sentences naturally, and will then be able to think more about choosing your words and other important matters.

30. A LESSON IN EXPLAINING

How to Play Croquet

If any pupil in the class does not know how to play croquet, several children who have played the game may explain it. One may tell what things are needed; another may draw on the blackboard a plan of a croquet court, and draw lines to show the path of a ball from stake to stake; another may tell how a player tries to prevent his opponent's ball from following the path; still another may tell what has to be done in order to win the game.

Each speaker has a point to make. It should be made in clear sentences.

31. USING THE COMMA IN A SERIES

Turn back for a moment to Jennie's first composition. Read the fourth sentence. How many pleasures does it mention? Did the reader's voice bring out the meaning very clearly? How does the book help the reader? Review Rule 2 of Section XV, page 322.

Sometimes you may need to write in a sentence a list of important cities in your state, a list of books that you enjoy, a list of things you bought at the store, etc. Such a list of words is called a *series*.

Which words in each of the following sentences form a series?

The autumn months are September, October, and November.

My favorite colors are red, blue, pink, and violet.

At the circus I saw a tiger, an elephant, a lion, and a camel.

The Southern states produce cotton, sugar, rice, and tobacco.

Read the sentences naturally. Does your voice set off the words of the series from each other? How does the book set them off? The commas help the reader, just as your voice helps the listener.

The words of a series are set off from each other by commas.

Writing a Note

For seat work review Section VIII, page 318. Then write a short note to your teacher, telling her the titles of at least three books you have read and enjoyed. Be sure to name some that you read during your last vacation.

Are you remembering to write in your notebook all words you misspell in your written work? On no account fail to do so, and then study the words until you know them.

32. DAILY DRILL EXERCISE

Correct Use of *Then* and *Than*

Some children make language mistakes because they do not hear accurately. Using *then* for *than* is one of these errors.

Than is used correctly in these sentences:

I like August better than January.
My brother can run faster than I.
May is taller than Jessie.

What months are compared in the first sentence? What persons are compared in the second sentence? in the third?

Make the following comparisons, stating in the most direct way what you have to say. In the first case, for instance, it is not necessary to say, "The weight of gold is greater than the weight of silver." "Gold is heavier than silver" is better because it goes more directly to the point.

Make two comparisons in each case. The second sentence in the first case will be, "Silver is lighter than gold."

Compare gold and silver as to their weight.
Compare your height with that of another child.
Compare Maine and Texas as to their size.
Compare the length of your schoolroom with the width.
Compare yourself and a sister or brother as to your ages.
Compare two manufactures of your part of the country as to their importance.

Use the following sentences and groups of words in your daily drills for a number of days. For two minutes each day review one of the drills in Section VI, page 312.

1. Health is better than wealth.
2. Columbus was braver than his crew.
3. New York is larger than Chicago.
4. Actions speak louder than words.
5. Each year is better than the last.
6. It is warmer than it was yesterday.
7. I had rather be right than be President.

sweeter than honey	heavier than iron	warmer than toast
softer than silk	taller than I	later than five
whiter than snow	older than Frank	earlier than six

33. STUDY OF A STORY

The Discontented Brownie

Ever so long ago, in the time when there were fairies, and men and animals talked together, a brownie lived by himself in a house at the edge of the village. Every day he worked in his garden. Whether the sun shone or the

rain fell, he hoed and dug and weeded, turning the earth around his tomato vines and loosening the soil of the carrot plot. News of his fine vegetables soon traveled through seven counties, and each year he won the first prize at the fair.

But after a time Little Brownie grew tired of the endless toil. "What matters it if I have the finest vegetables in the kingdom," he thought, "since I must work myself to death getting them to grow? I mean to go out and see the world and find an easier way of earning a living."

So he locked the door of his house, shut the gate of his garden, and started down the road.

A good three miles he traveled, till he came to a cottage almost hidden in a grove of trees. Lovely music sounded around him, and Little Brownie smiled, for he had an ear for sweet sounds.

"I will go and look for the music," he said, following the direction from which it seemed to come.

Now it happened that in that house dwelt Thomas, a cat, who made his living playing on the violin. Little Brownie saw him standing in the door pushing the bow up and down across the strings. It put a thought into his head. Surely this must be easier and far more pleasant than digging in a garden!

"Will you teach me to play the violin, friend cat?" he asked.

Thomas looked up from his bow and nodded his head. "To be sure," he answered: "just do as I am doing," and he gave Little Brownie the bow and fiddle.

Little Brownie took them and began to saw, but squeak! quang! No sweet music fell upon his ear. The sounds he heard were like the squealing of his baby brother brownies when they saw a wolf.

"Oh!" he cried. "This isn't music!"

Thomas, the cat, nodded his head. "Of course not," he said. "You haven't tried long enough. He who would play the violin must work."

"Then I think I'll look for something else," Brownie answered. "This is quite as hard as weeding my garden." And he gave back the bow and fiddle and started down the road.

He walked on and on, until he came to a hut where lived a dog who made cheese. He was kneading and molding the curd into cakes, and Little Brownie thought it looked quite easy.

"I think I'd like to go into the cheese business myself," he said. So he asked the dog if he would teach him. This the dog was quite willing to do, and a moment later Little Brownie was working beside him.

Soon he grew hot and tired and stopped to fan and rest himself.

"No, no!" exclaimed the dog, "you will spoil the cheese. There can be no rest time until the work is done."

Little Brownie opened his eyes in amazement. "Indeed!" he replied. "Then this is just as hard as growing vegetables or learning to play a violin. I mean to look for something easier." And he started down the road.

On the other side of the river, in a sweet green field, a man was taking honey out of beehives. Little Brownie saw him as he crossed the bridge, and thought that of all the trades he had seen, this suited him best. It must be lovely there in the meadow among the flowers. Honey was not heavy to lift, and once in a while he could have a mouthful of it. He ran as fast as he could go to ask the man if he would take him into his employ.

This plan pleased the bee man as much as it pleased Little Brownie. "Begin work at once," he said.

He gave Little Brownie a veil and a pair of gloves, telling

him to fasten them on well. Then he told him to lift a honey-comb out of a hive.

Little Brownie ran to do it, happy in the joy of having at last found a business that suited him. But buzz, buzz! the bees crept under his veil and inside his gloves. They stung him on his fingers, his mouth, his ears, and the end of his nose. He squealed and dropped the honey and ran.

"Come back, come back!" called the man.

"No, no!" Little Brownie answered with a loud shriek. "No, no, the bees hurt me!"

The man nodded his head. "Of course they do," he said. "They hurt me too! That is part of the work. You cannot be a beekeeper without getting stung."

Little Brownie blinked his beady eyes and began to think hard.

"It seems that every kind of work has something unpleasant about it. To play the violin you must practice until your arm aches. When you make cheese, you dare not stop a minute until the work is done, and when you take honey from a hive the bees sting you until your head is on fire. Work in a garden is not so bad after all, and I am going back to it."

So he said good-by to the bee man and was soon back in his carrot patch. He hoed and raked and weeded, singing as he worked, and there was no more contented brownie in all that kingdom. Every autumn he took his vegetables to the fair and brought home the first prize, and sometimes on holidays the cat and the dog and the bee man came to call.

OLD FOLK TALE

Read the story aloud, trying to speak as the different characters probably spoke. Ask each other questions about the story.

Seat Work — Writing Conversation

For seat work read the story silently.

You will notice that in some places the conversation is not given. For instance, the story tells you that the brownie asks the dog to teach him, and the dog is willing to do so, but their words are not given. The conversation might be written in this way:

Brownie: Will you please teach me to make cheese, friend dog?
Dog: Certainly, Brownie. You may begin at once.

Who is spoken to in the first sentence? How is the name set off from the rest of the sentence? Why is the comma used after *certainly?*

Review Rule 1 of Section XIX, page 326, and then write a conversation that might have taken place when the bee man gave the brownie his veil and gloves, and told him what to do. Have two remarks on each side, and always mention the name of the person spoken to.

Bee Man:
Brownie:
Bee Man:
Brownie:

Bring your papers to the next language class.

Planning How to Play the Story

A number of you may first read the conversations you wrote. The class may clap their hands when a very bright one is read. Then plan how you will play the story.

How many scenes shall you have? How many places are needed? how many players who speak? How many bees shall you have?

Decide how the cat's music shall be made. How shall the Brownie's discord be made? Plan to put as much fun as you can into the music scene.

Several children may show how Brownie fanned himself when he was tired; how he ran down the road; how he said "Indeed!" in amazement.

Show how the bees buzzed and stung Brownie.

Which actor will be the star? It will be a good plan for the class to choose a pupil to take the part of Brownie. Be sure to vote for some one who will put spirit and fun into the part.

The rest may be ready to play any parts that are given to them.

Playing the Story

When one set of actors has played the story, a volunteer group may play it if there is time.

Writing a Note

Should you like to give pleasure to others by playing the story for them? Write a note to your principal or some other person inviting him to come and see you play the story. Or you might send the best actors to another grade to give pleasure to younger children. Share your good times whenever it is possible to do so.

34. DICTATION LESSON

Review Sections XII, XIII, XIV, and XVI. Find these sections by using the Contents on page 307.

As seat work write sentences illustrating all the uses of the period, the question mark, the exclamation mark, and the apostrophe you have learned. Why will it not be necessary to have a sentence for each rule?

Make worth-while sentences. Think of interesting things you have studied about in other lessons, fun you have had, or things you have learned by using your eyes. The best sentences will be used for a dictation lesson.

35. STUDY OF A POEM

THE BIRDS' CHRISTMAS CAROL

Of all the Christmas carols,
  The sweetest one to me,
Was one I heard in Norway,
  Far, far across the sea.

It was not a surpliced choir,
  A hundred voices strong,
But ten thousand little warblers
  That sang to me that song.

On Christmas Eve the people there,
  When birds are all at rest,
From their sheaves of wheat and barley
  Bring each the very best.

And to every spire and housetop,
Every barn and weather vane,
Every gate post, every gable,
They fasten a sheaf of grain.

When the Christmas sun arises,
Every sheaf of grain on high
Bursts forth in sudden music
Soaring upward to the sky.

And the children run to listen
While the old church steeple sings,
And the air is rife with gladness
And is filled with fluttering wings.

So of all the Christmas carols,
The most beautiful to me
Was sung by birds in Norway,
Far away across the sea.

Selected

Read the poem silently.

Some one may tell enough about the climate of Norway to help you make a clear picture of the scene.

Give the meaning of the following words and expressions: *surpliced choir*, *warblers*, *sheaves of wheat*, *gable*, *soaring*, *rife with gladness*.

Read the poem aloud. Do you see the picture clearly? Do you like the poem? What expressions particularly please you? Choose at least two new words to add to your notebook list. Write an original sentence for each word.

Learn the stanza that you like best.

36. CONVERSATION LESSON

CHRISTMAS PLANS

Should you like to give some younger children a pleasant Christmas surprise? Two boys in one fifth grade made a dolls' house for the kindergarten children. Each of the other pupils made a piece of furniture for the house, or some other toy.

Unless you think of something you would rather do, you might plan to make toys. If you decide to do this, discuss what kinds you will make. Spools and paper boxes are very useful for making furniture or carts. Some one may show on the blackboard how a simple toy may be made without cost by using materials that are easily obtained.

In a few days you may bring the toys and tell how you made them.

37. A LESSON IN EXPLAINING

Today you will explain how you made the Christmas toys. Here is a boy's account of the way in which he made a toy cart:

For the body of the cart I used a spool box. I cut off two wooden skewers for axles, and the ends of two spools for wheels. Another skewer was used for a tongue. One wheel was fitted to each end of the axles. I then tacked the body to the axles, and fastened the tongue to the front axle with a small piece of leather. When this was done, I painted the cart bright red.

Notice that the boy first told what materials he used and then told how they were put together to make the cart. Did he have a point and stick to it?

When your turn comes, take your toy to the front of the room and tell clearly how you made it. The class should ask questions if everything is not perfectly clear.

38. WRITING A CLASS LETTER

Discuss what you wish to say in the letter that goes with the gifts. Make your Christmas wishes so hearty that the children will know that it was a great pleasure for you to make the toys for them. All copy the letter. One of the best will be sent with the toys.

39. DAILY DRILL EXERCISE

CORRECT USE OF *Have* WITH *Could*, *Should*, *Would*, AND *Might*

The sprites in the picture have their names on their caps. Which one is the center of the group? Which ones are dancing about him? Which one is not allowed to play?

Try to explain what the picture teaches about *have* and *of* before reading any farther in this lesson.

It is never right to say *I could of gone*, *You should of given the book to the teacher*, *He would of liked to go to New York.*

The correct forms are *I could have gone*, *You should have given the book to the teacher*, *He would have liked to go to New York.*

SHOULD
HAVE
MIGHT
COULD
WOULD
OF
F.R.

Read the following sentences and groups of words in your drills for several days:

1. You should have told the truth.
2. I should have finished my work if it had not rained.
3. Robinson Crusoe could have launched his boat if it had not been so heavy.
4. Mother would have visited school if she had been well.
5. Columbus would have been bitterly disappointed if he had failed.
6. May should have spoken more distinctly.
7. You might at least have tried.

I could have	We might have	She could have
He should have	They would have	You might have

Be sure to select a review drill for the last two minutes. Choose also another of your own mistakes to correct with the help of your notebook.

Study the following lesson at your seats, and be ready to recite in class.

40. LANGUAGE PROBLEMS — ORAL

You are quite accustomed to arithmetic problems, both oral and written. Today you will solve some language problems.

After the number of each problem is the section which you need to review if you are puzzled. After you have thought out each answer, turn back to the review to make certain that you are right. Do this whenever you have language problems. These problems are not tests of *memory*. They are given to help you to become accurate *by using every help in the book*.

Since you have full permission to use this help, is there any good excuse for mistakes?

1. Review Exercise 12, page 315, and Section XIX, page 325.

A little boy once said, "Father, may I climb to the roof of the shed?"

"Yes, my boy, you *may* if you *can*," replied the father.

Explain in your own words precisely what the father meant. Why are commas used before and after *Father* and after *my boy?* Explain the punctuation of the quotations.

2. Review Section XVI, page 323, and Section XX, page 327.

In the following conversation, tell whether each word containing an apostrophe is a contraction or denotes possession:

Harry: We'll soon reach home at this rate.

Dick: I'm afraid my pony's strength is gone. He doesn't trot as fast as he did.

Harry: Why, Dick, your pony's doing very well. He's keeping up with mine. Father's horse couldn't do better.

3. Explain the words containing an apostrophe in the poem on page 31.

4. Give sentences containing the words *did*, *doesn't*, *gone*.

Questions to Answer

What *new* composition lesson has this chapter taught you? Have *you* improved in sticking to the point? Do you always think and speak and write in clear sentences? In what ways shall you try to improve?

CHAPTER FOUR

Learning to Use Quotations

41. ORAL COMPOSITION

You have already learned to *understand* how exact quotations are written. Review thoroughly once more Section XIX, page 325.

You will now learn to use quotations in speaking and writing. Read the following stories:

My Dream

Last night a giant suddenly appeared at the foot of my bed. He looked so savage that my heart began to thump. Just as I was going to shout for help, mother called, "Get up, Jack! Breakfast is ready." The giant disappeared as if by magic.

My Dream

Last night a giant suddenly appeared at the foot of my bed. He looked so savage that my heart began to thump. Just as I was going to shout for help, mother called me to breakfast. The giant disappeared as if by magic.

Which story is the more lively? Why? You can often make your stories more interesting by giving the exact words used by you or some other person.

Think for a few moments and then tell a short story in which you give the exact words used by your mother, you, your teacher, or one of your playmates. Have only one quotation in this story.

Some pupils may go to the blackboard, and the class

may help them write their stories. Make sure that all punctuation is correct.

42. COPYING LESSON

Review Section IX, page 319. In class copy the first of the stories in your last lesson, and then answer clearly the following questions:

How many sentences are there in the story?
Which sentence contains an exact quotation?
With what kind of letter does the quotation begin?
How is it set off from the rest of the sentence?
What marks inclose the quotation?
Why is *Jack* set off from the first part of the quotation by a comma?

43. DIRECT AND INDIRECT QUOTATIONS

When children begin to use quotation marks in their stories, they often use them incorrectly because they do not stop to think whether they are giving the *exact* words used by a speaker, or whether they are telling what was said without using the exact words. Read the following stories:

My Fright at a Scarecrow

One evening just at dusk, I went to the shed for some wood. When I came back, what do you think I saw? In the garden stood a man with a dagger in his hand. I ran into the house screaming, "Mother, mother, there is a man in the garden!" Mother went out with me. When she saw the man, she laughed and said, "Why, my dear, that is the scarecrow your father set up to frighten the birds."

FR

MY FRIGHT AT A SCARECROW

One evening just at dusk, I went to the shed for some wood. When I came back, what do you think I saw? In the garden stood a man with a dagger in his hand. I ran into the house screaming that there was a man in the garden. Mother went out with me. When she saw the man, she laughed and said that it was the scarecrow father had set up to frighten the birds.

In the first story, is the word *screaming* followed by an exact quotation? Read the words that follow *screaming* in the second story. Are these the exact words used by the girl in speaking to her mother?

What words follow *said* in the first story? Are these the exact words the mother used? Is the word *said* in the second story followed by the exact words of the mother or not?

In both stories the writer quoted what was said. Or, in other words, in both stories the writer used quotations. In which case did she use exact quotations? In which case were the quotations not in the exact words of the speaker?

Exact quotations are called *direct quotations.* Those which are not in the exact words of the speaker are called *indirect quotations.*

Copy the first story, and give a reason for every punctuation mark used.

44. TELLING STORIES FROM A PICTURE

Read the picture. Did the children expect their mother's return? Why do they look so disturbed?

Have they been doing something their mother had forbidden? Or are they trying to hide a gift they have made for her birthday? Imagine that you are one of the children and tell the story in one paragraph. Use a direct quotation in your story. You might, for instance, tell what you said when you heard the door open. Stick to your point!

Criticize thoroughly at least one of the stories, helping to improve it.

45. REVIEW — HOW CONVERSATION IS PUNCTUATED

Last year you learned to *notice* some special uses of the comma in writing conversation, although you did not write original conversation. If you keep your eyes open when you read conversation in books, you will have no trouble with these uses of the comma.

The Comma with *Yes* and *No* and with the Name of the Person Spoken To

Review Rules 1 and 2 in Section XIX, page 326.

Which of the two "scarecrow" stories contains indirect quotations? Do direct or indirect quotations require quotation marks?

Why are the commas used before and after "my dear" in the first story? Find another place where commas are used in the same way.

The name of the person spoken to is set off from the rest of the sentence by one or two commas.

Why is a comma used after *No* in the following sentence?

No, I do not care to ride in an aëroplane.

The word *yes* and the word *no* meaning the opposite of *yes* are set off from the rest of the sentence by a comma.

Write the missing sentence in each of the following pairs, using in each either *yes* or *no*, and also the name of the person spoken to:

Mr. Washington: Did you chop the cherry tree, George?
George:

Mrs. White: Have you any fresh lettuce this morning, Mr. Toby?
Mr. Toby:

Ned: Are you sure that kite will fly?
Clerk:

46. WRITING CONVERSATION IN THREE WAYS

Here is a short conversation written in three different ways:

1

Peasant: How happens it, sir, that you know so much?
Wise Man: Because I have never been ashamed to ask questions.

2

A peasant once asked a wise man how he happened to know so much. The wise man replied that it was because he had never been ashamed to ask questions.

3

A peasant once said to a wise man, "How happens it, sir, that you know so much?"

The wise man replied, "Because I have never been ashamed to ask questions."

In which of the three forms are the exact words of the speaker given? The first, or dialogue form, is used only in writing stories that are to be acted. Which of the story forms do you prefer? Why?

Explain all the punctuation marks used in the third form.

Practice in Writing Conversation

Write in three ways a conversation consisting of one remark on each side. You might use some question your mother asked about school and your reply, a question you asked a blacksmith and his reply, or a question a stranger asked you on the street and your reply.

Compare your work with the models at the beginning of this lesson. Correct, if necessary.

You will often see quotations written in the following way:

"How happens it," asked the peasant, "that you know so much?"

Into how many parts is the quotation broken? Where does the explaining part of the sentence come? Do not try to use broken quotations in your own work. If you learn to write a short quotation that is not broken, you will do all that is necessary for the present.

47. SENTENCE STUDY

Asking and Answering Questions

In all your school lessons, and in your life outside of school, you are constantly answering questions. You were taught in lower grades to answer them fully, but in the most direct way. Get to the point promptly!

The following question and answer were heard in a history class:

Why did Christopher Columbus make his first voyage?

The reason why Christopher Columbus made his first voyage was because he wanted to reach India by sailing west.

Answer the question in a more direct way.

The following were also heard in a classroom:

How did you earn your first dollar?

The way I earned my first dollar was by working at the White House Grocery.

Simplify the answer.

Answer fully, but as directly as possible, five questions from your history lessons.

Writing Questions — Seat Work

Ask three worth-while questions relating to your geography lessons. Leave space for the answer below. These questions will be exchanged and the answers written by other pupils. When the questions and answers have been read, select the best ones, and help improve the others.

Are you remembering to copy into your notebook the words you misspell in all written work? These are the most important words for you to learn.

48. DICTATION LESSON

In your next language period you will have a dictation lesson prepared by you and your classmates. Review Section XIX, page 325.

As seat work you may write sentences or a short paragraph illustrating the uses of quotation marks. Tell about experiences you have had.

The best work will be chosen for the dictation lesson. Do not be satisfied unless yours is good enough to be chosen. If there are more good papers than can be used, the teacher will tell who wrote these papers and hang up some of them.

49. STUDY OF A STORY

Saving the Town Bell

Long ago, the inhabitants of a small town in Holland heard that a Spanish army was advancing against them. Knowing that the enemy would destroy their bell because it was the symbol of liberty, they determined to save it.

A number of men immediately loaded the bell into a boat, rowed far out into the Zuyder Zee, and threw the bell overboard.

"How shall we find the bell after the enemy has gone?" asked an anxious burgher.

"By marking the place where we threw it over, of course,"

answered one of the men, scornfully. Taking out his knife, he made a deep cut in the gunwale of the boat.

"How clever!" murmured his companions. And well satisfied with their work, the men rowed back to the shore.

Read the story aloud. A symbol is a sign. What object in the story is spoken of as a symbol of liberty? What bell in our country is considered a special symbol of liberty? What other symbols of liberty do we have?

What and where is the Zuyder Zee? Show by a blackboard sketch what the gunwale of a boat is. Why did one of the men speak scornfully?

Do you agree that the bell would be easy to find? Tell in a few clear sentences how the bell might have been located. There are several possible ways.

With the help of your teacher, select three words that you might find useful at other times than when telling this story. Why shall you not select *burgher*, *gunwale*, *Zuyder Zee?* Write in your notebooks an original sentence for each word selected.

Are you adding to your notebook list of new words some from other lessons? Do this constantly. It is a very important kind of self-help.

Reporting on Notebook Work

Each pupil may name one word from his notebook list that he has sometimes used. Tell exactly how it was used.

For seat work, write in sentences three words you have recently learned to use.

50. STUDY OF A POEM

ALADDIN

When I was a beggarly boy,
  And lived in a cellar damp,
I had not a friend nor a toy,
  But I had Aladdin's lamp;
When I could not sleep for the cold,
  I had fire enough in my brain,
And builded, with roofs of gold,
  My beautiful castles in Spain!

JAMES RUSSELL LOWELL

Read the stanza of poetry. Some one may tell just enough of the story of "Aladdin" to explain why the lamp was a great treasure.

What is meant by "castles in Spain"? Did you ever hear them called "air castles"? Sometimes as people grow older they forget how to build them, and so lose much of the joy that made the beggar boy so happy.

Commit to memory either "Aladdin" or some other short poem that you like. Perhaps your teacher will allow you to bring to school and read at opening exercises poems that you would like to commit to memory. When reading them, try to do what Henry W. Longfellow suggests in the following lines:

Then read from the treasured volume
  The poem of thy choice,
And lend to the rhyme of the poet
  The beauty of thy voice.

Are you remembering how much the voice helps in school? Perhaps your teacher will sometimes allow pupils to sit or stand at the rear of the room and tell if they hear easily. Tell also if a pupil speaks harshly or more loudly than is necessary.

51. WRITTEN COMPOSITION

Imagine that you have had a chance to rub Aladdin's lamp.

Write a short composition telling what wonderful gift the genie brought to you at your request. Have a point and stick to it!

Your teacher will return to you the first composition of the year. Compare it with the one written today, and tell very definitely in what ways you have improved.

52. DAILY DRILL EXERCISE

CORRECT USE OF *Lie* AND *Lay*

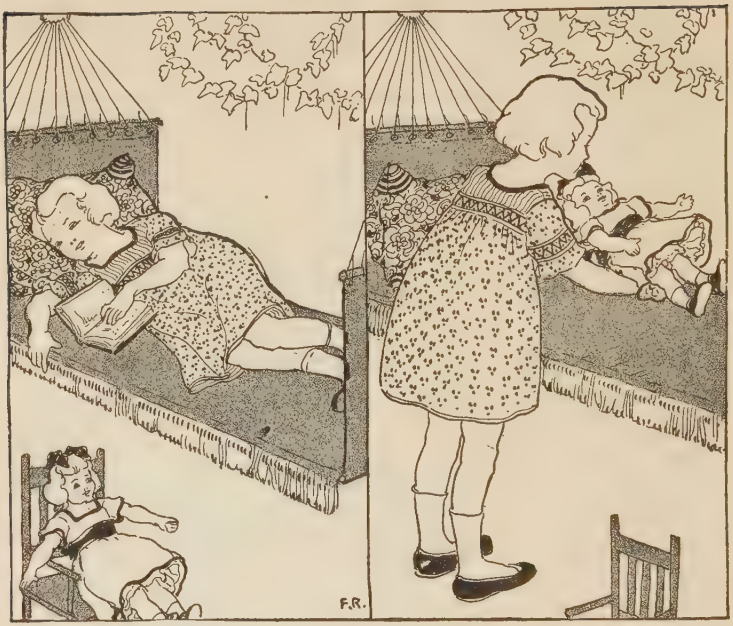
Many people use the words *lay* and *laying* for *lie* and *lying*.

Look at the pictures on page 72. These sentences refer to the first:

Betty lies in the hammock.
Betty is lying in the hammock.
Betty likes to lie in the hammock.

These sentences refer to the second picture:

Betty will lay her doll in the hammock.
Betty is laying her doll in the hammock.



After Betty has put the doll into the hammock, you would say:

The doll lies in the hammock.

These sentences also are correct:

The book lies on the desk.
My hat is lying on a chair.

To lie means *to recline* or *to rest upon; to lay* means *to place in* or *to place upon.*

Practice using the words *lie* and *lay.* One pupil may say, for instance, "Lay the pointer on the floor."

A second pupil performs the act and then says, "I have laid the pointer on the floor. It now lies there."

The mistake most frequently made is to use *lay* for *lie*. Perhaps this mistake is made because *lay* sometimes means *was lying* or *were lying*. The following sentences have about the same meaning:

Yesterday I lay on the couch.
Yesterday I was lying on the couch.

In which of the following sentences could *lay* be changed to *was lying* or *were lying?*

1. Frank lay in the shade under the trees.
2. Do not lay your cap upon the piano.
3. The chestnuts lay among the leaves.
4. The book lies on the table.
5. Mary laid it there.
6. Yesterday I lay on the couch all the morning.
7. I have often lain there for a nap.
8. Lie down.
9. Lay down your books.
10. I have laid them on the desk.

If the words *lie* and *lay* give your class any trouble, use the sentences and the following groups of words in your daily drills until you use the correct forms naturally:

the book lies	lay the book
the book lay	laid the book
the book has lain	has laid the book

COPYING EXERCISE — SEAT WORK

Use the correct form of the words *lie* or *lay* in the following sentences wherever there is a blank:

1. Where did you —— out of doors?
2. I —— in the hammock on the porch.
3. How long had you —— there when the bell rang?
4. Who —— my books on the shelf?
5. They have —— there for a long time.
6. —— down and take a nap.
7. —— the pictures on the table.

53. GOOD-ENGLISH WEEK

GETTING READY

For a week you may keep a strict watch on your English both in school and out of school. You will need the following things to use in your drive: a pasteboard box with a slit in the cover, paper tags one and one half inches by two inches, and short pieces of strong twine on which to hang the tags.

Who will volunteer to bring a shoe box with a narrow slit three inches long in the cover?

Cut enough tags so that each pupil may have five. Punch a hole through the tags, pass the twine through the holes, and fasten the tags to the front of your waist or jacket.

Write in some conspicuous part of the blackboard a slogan that you choose. Here are two, but you should think of others before making a selection:

Good English First of All!

From Monday to Friday throughout the week,
Good English we will try to speak!

Good-English-Week Drive

You will wear your bunch of tags all the time in school. Whenever you are heard to make a mistake in English, by either your classmates or your teacher, you will surrender a tag after writing on it the incorrect form you used and your initials. Put the tag into the box on the teacher's desk. If you catch yourself making a mistake, surrender the tag in the same way.

Should your tags all be surrendered before the end of the week, you will be given a new bunch.

At the end of the week, a committee may take the tags from the box, sort them, and return them to their owners.

The special mistakes for you to wage war against will be those on your own tags. If you have more than three different mistakes recorded, select the three you made most frequently. Write five sentences containing the correct forms of each. When your teacher has approved these, copy them into your notebook and read them over to yourself often. These are the mistakes you will be expected to correct.

If you have a bad speech habit that you find it very hard to break, poke a little fun at yourself. Here are two stanzas written by two boys. The first boy could not overcome the *ain't* habit. The other boy always said *come* for *came.*

I'm trying so hard
  I should soon be a saint,
If I weren't hindered
  By the little word "ain't."

When the school bell rang,
  I came, came, came,
In fact I came so very fast,
  It made me lame, lame, lame.

Try to make rhymes about your special enemies, and copy them into your notebook as reminders.

54. A STUDY OF BEAUTIFUL WORD PICTURES

Read each of the following selections and try to see the picture the poet had in mind:

1. Over the hill the farm boy goes,
  His shadow lengthens along the land,
  A giant staff in a giant hand.

J. T. TROWBRIDGE

Is this a morning or an evening picture? How do you know? How long will the shadow continue to lengthen?

2. Hush! the waves are rolling in,
  White with foam, white with foam.
  Father toils amid the din;
  But Baby sleeps at home.

OLD GAELIC CRADLE SONG

What two pictures does this stanza make you see? Describe each in a few words. What does *din* mean?

3. Dark brown is the river,
Golden is the sand.
It flows along forever,
With trees on either hand.

ROBERT LOUIS STEVENSON

Describe the picture this stanza makes you see.

4. This is the way the morning dawns:
Rosy tints on flowers and trees,
Winds that wake the birds and bees,
Dewdrops on the fields and lawns,—
This is the way the morning dawns.

GEORGE COOPER

Try to see the picture clearly. What in your picture has bright tints? What sparkles in the sunshine?

Copy your favorite selection into your notebook, and commit it to memory.

55. LETTER WRITING

Omitting Useless Sentences

Sometimes people form the habit of beginning and ending their letters with useless sentences. Read the following letter, supplying the part that is omitted:

Dear Chum:

I thought I would write you a letter, so here goes. Last Monday I went fishing in Bonner's Creek. In spite of my fine tackle, I didn't catch a thing. But just across the creek a little fellow with a common hook and line was hauling in the fish. I shouted, "How is the fishing over there?" He held up his basket. It was all the answer I needed. Now I must close.

Your true friend,
Tom

What sentences should be omitted? Why? Other expressions often used are "I thought I would drop you a line," "Now I will bring my letter to a close," "As I have nothing more to say, I will close," "I remain," etc.

Answer the following letter. Decide for yourself what the gift was.

155 Broadway
New York City
February 20, 1922

Dear Frank,

Aunt Mary joins me in wishing you many happy returns of your birthday. What an old man you are getting to be! How does it feel to be twelve years old?

I am sending you today by express a birthday gift that I hope you will enjoy. Don't let it jump out of the crate. Such a time as I had catching it! It ran around in circles until it became dizzy. I was dizzy, too, but managed to catch it at last. Then it winked its nose as if to say, "Wasn't that a fine race?"

Affectionately yours,
Uncle Arthur

Did Uncle Arthur try to write a letter that Frank would enjoy? Make the reply interesting, also. You might tell what the —— tried to say when you took it out of the crate. Omit all useless sentences. This is one way of sticking to the point in letter writing.

56. THE PARTS OF A LETTER

A letter has several parts, and it is sometimes convenient to use the names of these parts. The name of the first part you already know. What is it?

After writing the heading, you *greet*, or *salute*, the person to whom you are writing by using the words "Dear Friend" or other similar expression. This part of the letter is called the *greeting*, or the *salutation.* Why?

The main part of the letter is called the *body.*

After finishing the body of the letter, you compliment the person to whom you are writing by giving a hint of your regard or affection. *Very truly yours*, *Yours sincerely*, *Your true friend*, *Affectionately yours*, are some of the expressions used. This part of the letter is called the *complimentary close.* Why?

Lastly you sign your name. This is called the *signature.* Find the word *sign* in this long word.

Copy into your notebook the letter you wrote in your last lesson, and write beside each part the name you have just learned for it.

57. LANGUAGE PROBLEMS

1. Write an interesting sentence in which you use the names of several places you have studied about in your geography lessons. Review Section XI, page 320.

2. Write and punctuate properly a sentence giving a list of four or more of the principal agricultural products of the part of the country in which you live. Find in Section XV, page 322, the rule you need to remember.

3. Review Lesson 43, page 61. Copy the following sentences, after changing each direct quotation into an indirect one, and each indirect quotation into a direct one:

1. The wind whispered, "Spring is here."
2. Mother told me to come in directly.
3. The doctor said there were few sick people in town.
4. "Where are you going, my pretty maid?" asked the man.
5. "I'm going a-milking, sir," she said.
6. The fox said that the grapes were sour.

Some Questions to Answer

What *new* step in oral and written composition have some of the lessons of this chapter taught you?

Because it is not often necessary to write direct quotations, be specially careful when you do write them. Take these steps always:

Decide if the quotation gives the *exact* words of the speaker.

Review the three rules for writing direct quotations.

Look at the model sentences on page 326, and make sure that you punctuate your quotations in the same way.

You have now had some practice in writing direct quotations. Have *you* learned to write them correctly?

What Can You Do Now?

Can you compose a paragraph and stick to the point?

Can you write a paragraph, arrange it well on paper, punctuate it correctly, and spell all the words correctly?

Have you overcome some of your bad habits of speech?

Do you use constantly all the self-help methods taught in Chapter Two?

Has your English in all subjects improved?

If you can answer "Yes" to these questions, you are doing good work. What are you going to do about it if your answer to any question is "No"?

CHAPTER FIVE

Learning to Use Exact Language

58. TELLING WHAT WORDS MEAN

Some children and many grown people do not express their thoughts clearly because they do not use *exact* language. The following question and answer were heard in a geography class:

What is a cotton gin?
A cotton gin is when you take the seeds out of cotton.

Did the pupil who gave the answer have a clear idea of what a cotton gin is? If he did, would his answer help any one else to understand the meaning of the words?

Do not use the word *when* in telling what words mean. The simplest way to make clear the meaning of *cotton gin* is to think of some common word to use instead of *gin*. *Machine* is such a word. You might say, "A cotton gin is a machine for separating cotton seeds from the fiber." Here you use the common word *machine*, and tell for what the machine is used.

What common words might you use in explaining the meaning of the following words? Tell clearly what each means:

chauffeur	dictionary	mountain	quince
chisel	Hallowe'en	aëroplane	luncheon

59. DESCRIBING AND STORY-TELLING

Here is a word picture made by Hans Christian Andersen:

A boy is standing in a swing. He has twined his arms around the ropes to hold himself fast. In one hand he holds a small cup. In the other is a clay pipe with which he is blowing soap bubbles. The bubbles float lazily in the air. A little black dog, as light as a soap bubble, is trying to get into the swing.

On page 83 the artist gives you the same picture in a different way. Are both pictures perfectly clear?

To describe anything clearly, it is necessary to use very exact words. In describing a picture, you tell only what you actually *see*. When you tell a story about a picture, you *imagine* things that you do not actually see.

Turn back to page 41. Look carefully at the picture, and then do two things as team work: first describe the picture — that is, tell what is in the picture; and then tell a story about the picture. Both compositions will be written on the blackboard.

For your next lesson, half the class will describe the picture on page 62, and the other half will tell a story about it.

Practice in Describing and Story-telling

Several pupils may first describe the picture. The others may decide if the descriptions are good — that is, if they tell what is seen in the picture, and nothing more.

The story-tellers will use their imaginations. Tell the stories in a lively way.

Explain clearly the difference between telling what you see and telling a story about what you see.

Written Composition

Select from a reader, geography, or other book, a simple picture that you like. Write in your notebook a description of the picture, using exact language. Read once more the description on page 84.

Write also a story about the same picture. Use two study periods, if necessary.

In class, read the compositions. Select one description and one story to be improved. Your teacher will have a few of the best compositions hung up in the classroom. Study them carefully.

Are you finding for yourself any mistakes that you make? Use the Review Section and the dictionary constantly.

60. DAILY DRILL EXERCISE

Correct Use of *Spoke, Spoken; Broke, Broken; Began, Begun; Drank, Drunk*

The words listed at the head of this lesson are often incorrectly used. Test your own use of these words by copying each group of sentences on the following page, using in each blank space one of the words at the head of the lesson.

This proverb will give you a clue to the correct use of *broken* and *spoken:*

Words and eggs must be handled with care:
For words once spoken,
And eggs once broken,
Are not the easiest things to repair.

1

broke, broken; spoke, spoken

1. Who —— the window?
2. It was —— by the wind.
3. Mary —— very distinctly.
4. —— promises can never be repaired.
5. Many a true word is —— in jest.
6. Alice has —— her pencil.
7. The words were —— in anger.
8. Half the eggs were ——.
9. He —— clearly and to the point.

2

began, begun

1. It —— to rain at five o'clock.
2. I have —— taking music lessons.
3. Robinson Crusoe —— to make a boat.
4. Which boy —— the quarrel?
5. Well —— is half done.
6. Did you think before you —— the example?

3

drank, drunk

1. May —— a glass of milk for breakfast.
2. I —— water instead.
3. I have —— two glasses of soda.
4. Ned —— only one.
5. The horse —— the water quickly.
6. How many glasses of milk have you ——?

Your teacher will correct your papers. If class drill on these words is not needed, those who make mistakes in using them will write in their notebooks five sentences containing the correct forms, and read the sentences over and over again

On no condition omit the daily drills. When the lessons given in this book are not needed, select for drill some word that is misused in your class. Make sentences containing the word, and read them over and over again.

61. A LESSON IN EXPLAINING

Explaining how to do things requires very exact language.

How Hiawatha Obtained the Bark for His Canoe

"Give me of your bark, O Birch Tree!
Of your yellow bark, O Birch Tree!
Growing by the rushing river,
Tall and stately in the valley!"

. . . . . .

And the tree with all its branches
Rustled in the breeze of morning,
Saying, with a sigh of patience,
"Take my cloak, O Hiawatha!"
With his knife the tree he girdled;
Just beneath its lowest branches,
Just above the roots, he cut it,
Till the sap came oozing outward;
Down the trunk, from top to bottom,
Sheer he cleft the bark asunder,
With a wooden wedge he raised it,
Stripped it from the trunk unbroken.

Who is speaking the first four lines of the selection? Read the words as you think Hiawatha spoke them. Read the next four lines. Why did the tree give a sigh of patience?

Read the remainder of the selection silently. Get the meaning of the following words from the way in which they are used: *oozing*, *sheer*, *cleft*, *wedge*. Tell in one clear sentence what these eight lines describe.

Several pupils may draw on the blackboard a picture of the trunk of the birch tree and at least its lower branches. What is a girdle? Show exactly how Hiawatha "girdled" the tree in two places. Draw a line to show how he next cut the bark. Using a ruler for a wedge, show how he would strip off the bark without breaking it.

Several pupils may explain the entire process clearly. Use exact language.

Read the entire selection once more. What words or expressions do you particularly like?

Writing Explanations

For seat work explain clearly how to make a penwiper, a calendar, a clothes hanger, or some other useful article.

Exchange papers in class. Read the one that comes to you, and decide if the explanation is so clear that you could make the article named. Several that are not expressed in clear, exact language may be improved.

62. A LESSON IN PRONUNCIATION

Review the words in Section XXII, page 328, and those on page 25. Write on a slip of paper any of these words that are not yet pronounced accurately by all in your class. Keep the paper in your language book, and use the words and those that follow in the last two minutes of your drills for a few days:

thirsty	kettle	surprise	Arctic
thick	envelope	strength	arithmetic
three	saucy	height	geography
pudding	handkerchief	length	forehead

Set aside a part of the blackboard for a language bulletin board. Each day for a week a different child may write on the bulletin board five words from his notebook list of mispronounced words. Use these also in the drills.

63. LETTER WRITING

Review Section XVIII, page 324. Most people write nothing but letters. For this reason it is important to learn to write letters well.

In order that you may have much practice in writing *real* letters, and at the same time make friends in some distant place, it will be a good plan to correspond with the pupils of some other school. Your teacher will help you to arrange for the exchange of letters. Will it be more interesting to correspond with a school near by, or with one in a different part of the country? Why?

Discuss in class the things in your neighborhood that would be interesting to the pupils to whom you are to write. Discuss also what you would like to know about their part of the country. Perhaps the following letter will help you:

The Holbrook School
Philadelphia, Pa.
February 16, 1922

Dear Friends,

We are very glad to hear that you will enjoy corresponding with us. If you are willing to write so often, we should like to exchange letters twice a month for the rest of the school year.

Philadelphia is full of interesting places. Visitors always go to the State House, where the Declaration of Independence was signed, to the Betsy Ross House, where the first flag was made, and to Benjamin Franklin's grave. Will you please let us know what you would like to hear about? Would you care to see post cards of the famous places? There are some very pretty ones that we should be glad to send you.

We learned in our geography lessons that you have no rain in southern California in summer and that everything has to be irrigated. If it is so dry, where does the water for irrigating come from? Will you please tell us how the orange groves are irrigated?

Your sincere friends,
The Fifth-grade Pupils,
Mary B. Wales, Class Secretary

When your plans have been made, write a class letter. Study carefully the model on page 324. Why

is the sender's address put in the upper left corner of the envelope?

All may copy the letter, and the best one may be sent. The writer of the best one should be the class secretary.

Discuss in class the best kind of paper to use. Do people of good taste use highly colored stationery? How will you get paper and stamps? One class taxed each pupil a cent a month for this purpose.

While you are waiting for a reply to your letter, practice telling about the interesting things in your neighborhood by reporting to your classmates. Stand at the front of the room and speak very distinctly. Remember that your word pictures must be very clear if they are to be interesting to children who have never seen the things you are to write about. Use exact language.

When you receive a reply to your letter, answer it at once. Keep up the correspondence until school closes. Perhaps by that time you will have arranged to write individual letters to some of your distant friends.

Would the pupils in some other room enjoy reading the class letters you receive?

64. DICTATION LESSON

Study the following selections, and be ready to write both at your next lesson. Explain all the punctuation. If necessary, review Section XIX, page 325.

A Story of Robert Louis Stevenson

"You can't be good unless you pray," said little Robert Louis Stevenson to his mother.

"How do you know, dear?" asked Mrs. Stevenson.

" I've tried it," replied the child.

George Washington and His Secretary

George Washington once had a secretary who was often late. The young man's excuse was that his watch was wrong. At length Washington said to him, "Either you must get a new watch, or I must get a new secretary."

65. PLANNING A PATRIOTIC PROGRAM

Why do many schools have a patriotic program in February? With the help of your teacher, plan such a program.

You will salute the flag, of course. What songs shall you sing? Learn perfectly at least one stanza of "The Star-Spangled Banner" on pages 149-150.

If you would like to do so, invite an outside friend of the school to give you a talk about some great American or about the things that girls and boys can do for their country. What matters should be very exactly stated in the note of invitation? Write a class note to the person you decide to invite. One that is perfectly copied and plainly written may be sent.

66. ANECDOTES TO STUDY

Here are two stories about great men. Short stories of this kind are called *anecdotes*. When you have

practiced telling anecdotes, choose a few of the best story-tellers in the class to tell anecdotes as a part of your patriotic program.

How Abraham Lincoln Rescued His Dog

When the Lincoln family were once moving from one farm to another, it was necessary to ford a river much swollen by heavy rains. Scarcely had they crossed, when Abraham noticed that the dog had not followed them. Panic-stricken at the thought of being left behind, but afraid to plunge into the swift current, the poor creature was whining piteously. Without a moment's hesitation, Abraham waded into the stream and rescued the grateful dog. When he overtook the ox team, he was a very wet, but a very happy, boy.

The General Jackson referred to in the following anecdote was known as "Stonewall Jackson" because he took a firm stand for whatever he believed to be right.

General Jackson's Honesty

Stonewall Jackson once made a statement that he afterward found to be untrue. He immediately walked a mile in a driving rain to correct the error. "Why do you take so much trouble for so small a matter?" asked a friend. "Simply because I discovered that I had made a misstatement," replied Jackson. "I could not sleep tonight unless I corrected it."

Practice telling these anecdotes, trying to use some words that you have not been in the habit of using. After your next lesson you will be ready to select the story-tellers for your patriotic program.

Practice in Telling Anecdotes

Today each of you may tell an anecdote about one of the following persons, or you may choose some one not on the list: George Washington, Abraham Lincoln, Robert E. Lee, Thomas Edison, Robert Fulton, Florence Nightingale, Benjamin Franklin, Theodore Roosevelt.

Writing the Anecdotes

As seat work, write the anecdote you told in class. Unless you are certain that you do not need the help, review Section XIX, page 325, before writing a direct quotation.

Choose one composition to be improved by the class. A few of the best anecdotes will be hung up.

67. PREPARING DAILY DRILL EXERCISES

A prominent lawyer once said that he would give a thousand dollars if he could break the habit of saying *ain't* instead of *isn't* when speaking under strong excitement. When calm, he never used the word *ain't.* How did he probably form the bad habit?

As you know, one of the best ways to break a bad habit of this kind is to use the correct form so many times that the good habit becomes stronger than the bad one. Perhaps if the lawyer had every day repeated fifty sentences containing the word *isn't*, he would have overcome his bad habit, and it would have cost him nothing. But at best, it is hard for grown people to break habits of speech.

Section VI, page 312, reviews twenty drill exercises. As seat work, write a sentence for each word in Exercises 1, 2, and 3.

Your teacher will select and dictate to you one good sentence for each word. Keep the papers in your language book and use the sentences in your five-minute drills for a few days. Review also the sentences on page 47.

68. SPELLING REVIEW

Review the following common words, and also those in your notebook. Remember that every word in Section XXIII, page 328, which you have missed this year should be in your notebooks.

Challenge another class to a spelling match.

ache	except	altogether	hoarse
business	whom	quite	divide
using	anybody	receive	among
whose	wrong	height	collar
though	loose	difference	really
different	easily	honest	easier
oblige	people	pleasant	cough
cries	shining	weather	sincere
traveled	accept	sincerely	severe

Notebook Work

Are you remembering to write in your notebook all words you misspell in any written work that you do? Study the notebook words until you are perfectly sure of them. Remember also to write in your note-

book any words you mispronounce. Your teacher will tell you how to review these in the best way, and she will then plan to give you a test.

69. STUDY OF A POEM

The Miller of the Dee

There dwelt a miller, hale and bold,
  Beside the River Dee;
He worked and sang from morn till night —
  No lark more blithe than he;
And this the burden of his song
  Forever used to be:
"I envy nobody — no, not I —
  And nobody envies me!"

"Thou'rt wrong, my friend," said good King Hal,
  "As wrong as wrong can be;
For could my heart be light as thine,
  I'd gladly change with thee.
And tell me now, what makes thee sing,
  With voice so loud and free,
While I am sad, though I am King,
  Beside the River Dee?"

The miller smiled and doffed his cap,
  "I earn my bread," quoth he;
"I love my wife, I love my friends,
  I love my children three;
I owe no penny I cannot pay,
  I thank the River Dee
That turns the mill that grinds the corn
  That feeds my babes and me."

"Good friend," said Hal, and sighed the while,
"Farewell, and happy be;
But say no more, if thou'dst be true,
That no one envies thee;
Thy mealy cap is worth my crown,
Thy mill my kingdom's fee;
Such men as thou are England's boast,
O miller of the Dee!"

CHARLES MACKAY

Listen carefully while your teacher reads the poem to you. Is this a story of our own country? Give as many reasons as you can for your answer.

Discover the meaning of the following words from the way in which they are used: *blithe*, *doffed*, *quoth*, *fee*, *boast*. Several of these words are seldom used except in poetry. Which are they?

Read the poem aloud. Select lines that you especially like.

Charles Mackay usually tried to teach some important lesson in the poems that he wrote. What does this one teach?

If "The Village Blacksmith" by Henry W. Longfellow is in your readers, perhaps your teacher will allow you to read it in class very soon and compare it with "The Miller of the Dee." If it is not in any of your readers, possibly some pupil will bring it to school and read it to the class at opening exercises.

79. CONVERSATION LESSON

If you know the fable of the ants and the grasshopper, keep it a secret until the end of the lesson.

FR

THE ANTS AND THE GRASSHOPPER

Look at the picture on the opposite page. Which animals are the workers? What has the grasshopper been doing while the ants worked? How do you know? What may the grasshopper and the ant be talking about?

Tell a class story about the picture. Imagine that winter has come. The grasshopper has no food, and he wishes to borrow of the ants. They may refuse to help him, or they may grant his request on condition that he becomes more thrifty in the future. Perhaps you will think of still another ending.

When the story has been told, a pupil may tell the fable, or your teacher will read it to you. Did your story end differently from the fable? Which ending do you prefer, and why?

71. WRITING FROM MEMORY

Use very exact language in explaining the meaning of each of the following selections. Write them *accurately* from memory.

It is important to learn early to rely upon one's self. Little has been done by those who are always looking for some one to lean on.

EDWARD EVERETT

A man should never be ashamed to say that he has been in the wrong. It is but saying in another way that he is wiser today than he was yesterday.

WILLIAM PENN

72. LANGUAGE PROBLEMS

Written

1. Copy and punctuate properly the following conversation:

Father: What shall I bring you from the city Robert
Robert: Please bring me Robinson Crusoe a new top and the cap you promised me father

2. Insert an apostrophe wherever needed in the following sentence:

Neds pony doesnt run as fast as fathers horse does.

3. Review Exercise 10 in Section VI. Change the following sentences so that they will tell about another person as well as yourself:

Tomorrow I am going to the movies.
Will you please teach me to swim?

4. Review Lesson 58, page 82. Tell in exact language the meaning of the following words: *motorcycle, park, mason, prairie, mallet.*

Oral

5. Review Lesson 46, page 65. Then give in two other ways the conversation of problem 1.

6. Which of the following sentences uses the more exact language? In what way does the more exact language help the reader?

The platform was gayly decorated.

The platform was decorated with flags and wreaths of holly.

The most important lesson this chapter has taught you is to use exact language. Try to do this whenever you speak or write. Have you already made some improvement in using exact language?

CHAPTER SIX

Learning to Understand the Use of Paragraphs

73. PARAGRAPH STUDY

Do you remember that you began to study quotations by noticing how they were written in books? You did not use direct quotations in your own stories until you fully understood how they are written. You will follow the same plan in studying stories of several paragraphs.

In what form of composition have you sometimes used several paragraphs? Why was it not necessary for these paragraphs to tell about the same subject?

The paragraphs in other compositions than letters, however, must all relate to the same subject. Read the following story:

Laddie's Last Fire

For twenty years Laddie had helped draw a fire engine. Now he was old and doing duty in the park department.

One morning, harnessed to a light buggy, Laddie was hitched in front of an office building. His head hung drowsily. Perhaps he was dreaming of the happy days when his strength and speed were the boast of Fire Company No. 3.

Suddenly the Fire Chief's runabout dashed past, followed by an engine and a hook-and-ladder truck. The clanging of bells, the roar of motors, and the screams of excited children all helped make the noisy confusion that a fire creates in a crowded city.

Laddie was not drowsy now. His head was proudly erect. His ears twitched and his eyes flashed. His feet pawed the pavement, but for a moment only. With one swift jerk he was free and was dashing up the street. The buggy swayed from side to side, but did not overturn, and soon Laddie, foaming at the mouth, but triumphant, drew up beside the puffing engine.

The fire was already under control, and followed by Laddie, the engine started back for the fire house. On the way the old horse was spied by his new master, who administered a gentle scolding and then drove to the park stable. But Laddie's ears continued to twitch, and his master knew that he was happier for having attended one more fire.

Read the story aloud. What is the title of the story? Does the title suggest the point of the story?

How many paragraphs are there? The first introduces you to Laddie. You may call it the *introduction.* What does the second paragraph tell about? the third? the fourth? the fifth?

Five pupils may tell the story, each giving one paragraph. Tell it in your own way, but use some of the words of the book that will help you make a clear picture. Stick to the point!

The class may criticize the story-telling. Did any one give any facts that belonged to another paragraph?

74. STUDY OF A STORY

How Cotton Came into the World

Long ago there lived in a swamp a tiny fairy who spun beautiful lace all day long. In the very next bush lived

another spinner, a gorgeous red and yellow spider. Now the spider was very jealous of the fairy because her lace was more beautiful than his, and he determined to destroy her. When the fairy saw the spider approaching her bush, she seized her wheel and spindle, and ran.

By and by she met a firefly with his lantern lighted, for it was now night. He promised to help her escape from her enemy, and lighted her way across the field. They soon reached a bush that bore beautiful pink blossoms.

"Jump into a flower," commanded the firefly. Still clutching her wheel and spindle, the fairy jumped into the heart of a flower. The spider was close behind, but as he put his ugly claw on the lowest petal, the fairy stabbed him with her spindle. He lost his hold and fell to the ground.

In another second the flower closed around the fairy so tightly that the spider could not get her. Day after day he watched, but the fairy did not appear. By and by the petals of the flower dropped off, leaving behind only a little green ball. The spider was so disappointed that he bit himself and died.

But the fairy was not dead. She remained snuggled up in the ball for a few days. Then the ball opened, and all the beautiful lace she had been spinning poured out in a fluffy white mass. And then men began to weave the threads into garments for themselves. They still do this, and are glad when the fairy escapes the spider as well as the weevil.

CHARLES M. SKINNER, *Adapted*

What do you like about the story? What is a weevil?

How many paragraphs are there? What does each tell about? Tell the story as you told "Laddie's Last Fire."

With the help of your teacher, select several words that you will find useful at other times than when telling this story. Write them in your notebook, using each in an original sentence.

The Importance of Paragraph Study

If you were to write a one-paragraph composition, would you choose a subject like "Taking Care of Our Bodies"? Why not? But if you were to write a long composition, you might use the subject. In that case you would think of the different ways in which boys and girls can help preserve their health and would tell about each in a separate paragraph.

For the present, you will do team work in your paragraph study. But if you notice how paragraphs help each other tell a long story, it will help you later to write such stories yourselves.

But there is a way in which the paragraph study will help you immediately. Your lessons in history, geography, and nature study and the stories that you read are told in paragraphs. If you form the habit of thinking what each paragraph is about, and try to remember the order of the topics, you will find it of the greatest help in learning your lessons. Paragraph study is a study in *thinking*. If you think in paragraphs, you will be thinking in an orderly way.

75. COPYING AND DICTATION

It was a lovely July day. We set out from Denver early in the morning. Our horse's hoofs seemed to fly. Uncle

Joe and Aunt Alice didn't tell us where we were going, but we soon found out. "Here we are!" said Uncle Joe as he turned into a beautiful picnic grove.

Copy the paragraph, and in your next lesson period be ready to explain the use of every capital and mark of punctuation. You will then write from dictation a similar paragraph that you have not studied.

Preparing a Daily Drill Exercise

As seat work, write one sentence for each word in Exercises 4, 5, and 6, Section VI. Write at least one question and one exclamation. Your teacher will select and dictate to you one sentence for each word. Keep the paper in your language book and use the sentences in your drills for a few days.

Do not be satisfied unless at least one of your sentences is chosen.

76. LETTER WRITING

22 Oakland Avenue
Bloomfield, N. J.
March 3, 1922

Dear Beth,

Cousin Jessie is here from Boston, and on Saturday afternoon at two o'clock I am going to give a party for her. Will you come? Jessie is my favorite cousin and you are my dearest friend, so of course I want you to get acquainted with each other.

Your sincere friend,
Mabel

337 Washington Street
Bloomfield, N. J.
March 4, 1922

Dear Mabel,

Will I come? Indeed I will, and very glad I am to be invited. I've heard so much about your cousin that I can hardly wait to see her. If she is anything like you, I shall love her dearly.

Thank you so much for the invitation.

Your loving friend,
Beth

Study these letters, and give a reason for every mark of punctuation. What abbreviations are used in the headings?

Each boy may write to another boy an invitation to a race, a ball game, a circus, or a fishing trip. Each girl may write to another girl an invitation to a picnic, an automobile ride, or a frolic of some sort.

On the following day, exchange letters and answer the one that you receive.

All written work should be perfect, but this is particularly true of letters. Your letter will be considered perfect if you make no mistakes that you have been trained not to make. Is there any excuse for misspelled words? Use your dictionaries whenever it is necessary. Remember that you do not know how to spell a word if you are in doubt about it.

Keep up your correspondence with the outside school.

77. STORY-TELLING WEEK

For five lessons, you will tell short stories, unless your teacher thinks you need some other work more. Give special attention to your sentences.

First day: Tell about some amusing experience you have had at home or at school.

Second day: Tell the most interesting thing you have found out recently by using your eyes.

Third day: Make a riddle in which you describe yourself as an animal.

Fourth day: Tell another experience of your own.

Fifth day: Tell an anecdote about one of your brothers or sisters.

At the close of the week your teacher will tell you if you have improved as a result of the practice in story-telling.

78. MAKING A JOKE BOOK

Willie's father was a candidate for office. One day Willie ran into the house crying, "Mother, mother, Mrs. Smith says father has the nomination. Is it as bad as the measles?"

A lady and her little daughter were at luncheon. "These little sardines are often eaten by larger fish," said the mother. "But how do the fish open the cans, mother?" asked Mary.

Read the jokes and enjoy them. Then explain the use of all capitals and all punctuation marks.

Write a joke that you have heard. If it contains a direct quotation, be very careful of the punctuation.

The papers will be fastened together to make a book. Decide by vote to which grade you would like to lend the book. In what other ways might you use it?

79. FOLLOWING DIRECTIONS

Opening a New Book

A new book is sometimes stiff, and the pages will not lie flat when it is opened. Sometimes children, and older people also, bend back the covers as far as they will go. This often ruins the book, even if it is well bound.

A public library in a large city made the following rules for opening a new book. Read each direction carefully. Do not act until you know exactly what you are to do. Then practice opening one of your books in the way suggested. Be sure that your hands are clean.

The *back* of a book is the part you see when the book stands on a shelf.

1. Hold the closed book in one hand, resting its back on your desk.
2. Gently press the front cover down flat and pass your hand up and down next to the binding.
3. Press the back cover down in the same way.
4. Press a few leaves down on the back cover, and pass your hand up and down next to the binding.
5. Press a few leaves down on the front cover in the same way.
6. Press down a few more at the back and then a few more at the front in turn, until you reach the middle of the book.
7. Press the book open gently, passing your hand back and forth along the binding.

Repeat this three or four times, and your book will open easily and will last much longer than if it is carelessly opened when new.

Whenever you have a new book given you at school, at home, or at the library, open it in this way.

Choose some one who explains very clearly to go to other classrooms and show the pupils how to open a new book.

Conversation Lesson

Talk over in class the matters suggested by the following questions:

Who pays for your schoolbooks? Why should you handle them in the best way? Why should you keep them as clean as possible? What can you do at school to prevent waste of paper, pencils, crayon, and other materials?

Why is it your duty to prevent waste at home and at school?

80. DAILY DRILL EXERCISE

Correct Use of *Sit* and *Set*

These sentences tell the story of the first picture:

Dan sits on a chair.
Dan is sitting on a chair.

These sentences tell the story of the second picture:

Dan sets the plant upon the table.
Dan is setting the plant upon the table.

Children sometimes use the word *set* for the word *sit*. When you *set*, you always put something into a certain position.

Give each other directions like the following: Set the vase on the table. Sit on the platform. The pupil who performs the act tells what he has done: I have set the vase on the table. I am sitting on the platform.

If *sit* and *set* are not correctly used in your class, use the following sentences and groups of words in your drills for a few days. Use a review drill for two minutes of the five.

1. Sit down.
2. Please set the clock on the shelf.
3. The farmer set two hens.
4. The hens are sitting on their eggs.
5. May has been sitting on the porch all morning.
6. Do not sit on the ground.
7. Set the boxes on the ground.
8. Who will set the basket on the table?

81. FINISHING A STORY

The Runaway Automobile

The automobile tore down the street. A little boy was at the wheel. Suddenly he began to shriek, "I can't stop it! I can't stop it!"

At the corner ——

Think of many ways in which this story might be finished. Shall you have it end in an accident or in a rescue?

Each pupil may be prepared to finish the story. Try to astonish your classmates by having an ending that is *not usual*. When telling your story, read the part in the book, and then without a break add your ending. Use a direct quotation.

Criticize some of the stories told. Were they told in clear sentences? Did they have a point, and did the story-teller stick to the point?

Select one story to be improved by the class.

Studying the Story

Before writing the automobile story, there are several matters to review.

Is the title of the story a sentence? Does the story give the exact words of the boy or does it not? Is the quotation a direct or an indirect quotation? Review thoroughly Section XIX, page 325, and then explain the use of the quotation marks.

Now give a reason for every punctuation mark in the part of the story you are to copy.

Copying

Shall you write a word or two and then look again at the book? Or shall you think of the meaning of an entire sentence and write it as a whole? Review Section IX, page 319. Now copy *without a mistake* the part of the story in the book.

Finishing the Story

You need not give the same ending you gave in the oral lesson unless you choose to do so. Use clear sentences, and give at least one direct quotation.

Select one story to be hung up and one to be improved with the help of the class.

82. STUDY OF A POEM

Song

It isn't raining rain to me,
  It's raining daffodils;
In every dimpled drop I see
  Wild flowers on the hills;
The clouds of gray engulf the day,
  And overwhelm the town;
It isn't raining rain to me,
  It's raining roses down.

It isn't raining rain to me,
  But fields of clover bloom,
Where every buccaneering bee
  May find a bed and room;
A health unto the happy!
  A fig for him who frets!
It isn't raining rain to me,
  It's raining violets.

ROBERT LOVEMAN

Listen carefully while your teacher reads the poem to you.

Close your eyes and try to see the picture clearly. Can you see a "dimpled drop" patter against the window pane? Be sure to have the clouds in your picture hang so low that they will seem to "engulf the day" and "overwhelm the town." You have often seen such days.

Is it a dreary picture? It will not be if you put on the poet's magic glasses and see the beautiful gifts the rain is bringing to the earth.

A "buccaneer" is a pirate. Why does the poet use the expression *buccaneering bee?* Name all the things the poet saw with his magic glasses. Can you see any things that he does not mention? Whenever you have a rainy day in the future, borrow the poet's glasses and recite the poem to yourself.

Perhaps on the next rainy day you have, your teacher will talk over with you many of the useful and pleasant things the rain brings to us and ask you to answer this question: What is it raining to me today?

You may learn the "Song" or both of the following stanzas. Or, if you prefer to do so, select some other poem. If you do this, copy it into your notebook after it has been approved by your teacher

When wake the violets, Winter dies;
When sprout the elm-buds, Spring is near;
When lilacs blossom, Summer cries,
"Bud, little roses, Spring is here."

OLIVER WENDELL HOLMES

April, April,
Laugh thy golden laughter,
But, the moment after,
Weep thy golden tears!

WILLIAM WATSON

83. PREPARING A DAILY DRILL EXERCISE

As seat work, write a sentence for each word of Exercises 7, 8, and 9, Section VI. Sentences will be selected and dictated as usual. Use these sentences in your daily drills for a few days. Review also the sentences on page 34.

Are you keeping up your notebook fight against your own mistakes?

84. PARAGRAPH STUDY

For two or three days, select from your readers, geographies, or other books, stories that are told in several paragraphs, and study them in the following way: Read the entire selection. Go over it once more by paragraphs. State in a clear sentence what each

paragraph is about. Write the sentences, or a few words that will remind you of the sentences, on a slip of paper.

Now close your book, and reproduce the selection paragraph by paragraph. The subject of the paragraph will recall what is most important in it, and if you are thinking all the time, you will have no difficulty in reproducing the entire selection. After a little practice you will become able to keep the subjects of the paragraphs in mind without writing them, for they follow each other naturally.

Keep up the paragraph study. You are having this practice in your language periods in order that you may form the *habit* of studying in this way when preparing other lessons. And later the paragraph study will help you to think out and to write original compositions of several paragraphs.

85. LANGUAGE PROBLEMS — ORAL

I

The following conversation was taken from "Alice in Wonderland." Read it and explain the use of all punctuation marks. The first comma is used to separate the parts of the long sentence. It makes it easier to read the sentence. Does the voice make a break in the sentence in the same place?

The Hatter opened his eyes very wide, but all he said was, "Why is a raven like a writing desk?"

"I believe I can guess that," said Alice.

"Do you mean that you can find out the answer to it?" asked the March Hare.

"Exactly so," answered Alice.

"Then you should say what you mean," the March Hare went on.

2

Find a story of several paragraphs in your reader, and tell what each paragraph is about.

Written Problems

1

1. The goat has horns and they are sharp.
2. Frank has an aëroplane and it is large.
3. Mary has a book and it is interesting.
4. George Washington had a horse and it was fiery.

Write two shorter sentences for each of the statements above, letting each sentence state ownership in a different way. The first sentence would be changed as follows:

The goat has sharp horns.
The goat's horns are sharp.

The first sentence of this pair tells you outright that the goat owns sharp horns, and the second tells the same fact by the form of the word *goat's*.

2

Review Section XX, page 327.

Write contractions for the following words: *I will; you are; does not; do not; will not; did not.* Use the contractions of *does not* and *do not* in sentences.

CHAPTER SEVEN

Learning how Sentences Are Built

86. THE PARTS OF A SENTENCE

For several years you have been having practice in using clear sentences. You are now ready to learn how sentences are built — that is, what parts they have. You will then be able to test your short sentences, to make sure that no part is missing or unfinished.

Here are the titles of three stories:

The Little Red Shoes
Humming Birds' Nests
My First Party

Read the first title. What does it name? Does it tell anything about the little red shoes?

We might use the words of the title and tell something about them in this way:

The little red shoes were carried off by an eagle.

What is told about the shoes? By adding these words, a sentence has been formed. Something has been named, and something has been told about what is named. For the present we will discuss only telling sentences, or *statements*, as they are called. A sentence that *tells* and a sentence that *states* do precisely the same thing.

Study each of the other titles. Tell something about the title and so make a sentence. Then tell what is named and what is stated about it.

How many parts has each of the sentences you have made? The part that tells or states something is called the *predicate*, and the part about which something is stated is called the *subject*.

Name the subjects and the predicates of the following sentences:

1. The stormy March has come at last.
2. The breaking waves dashed high.
3. The river danced merrily along.
4. A flock of birds flew overhead.
5. Three aëroplanes hummed in the air.

Which part comes first in the above sentences? Let us see if it is safe always to call the first part of a sentence the *subject*.

Ned threw the ball over the fence.

How many different persons and things are mentioned in this sentence? In selecting the subject, you must first find out *what the sentence tells* and then *about whom or what it tells it*. In this case the predicate states that some one or something "threw a ball." Did Ned throw the ball, or did the fence throw it? Then *Ned* is the subject, and *threw the ball over the fence* is the predicate.

Now study the following sentence:

Down the hill tumbled Jack.

What is the first person or thing mentioned in the sentence? Is *hill* the subject because it is mentioned

first? The best way to find out is to think what the sentence tells or states. It states that some one or something tumbled. Did the hill tumble or did Jack? Then what is the subject of the sentence?

The safe way to find the parts of a sentence is to decide first of all what is stated, and then decide about whom or what it is stated. Give first the predicate and then the subject of each of the following sentences. Does each sentence sound finished?

1. The fire engine thundered up the avenue.
2. On the corner stood a queer old man.
3. Columbus discovered America.
4. Away dashed the gray pony.
5. Up, up, up flew the bird.
6. February is the shortest month of the year.

For a week your teacher will each day appoint a different pupil to write on the bulletin board before class time one short telling sentence, or statement, in which the subject comes first and one in which it does not come first. Be sure that each sentence has both parts.

Take just a minute at the beginning of each language period to select the part of each sentence that tells something and the part about which something is told. Which part is the subject? Which part is the predicate?

The part of a statement about which something is told is the subject.

The part of a statement that tells something about the subject is the predicate.

87. A LANGUAGE GAME

Completing Sentences

The class is divided into two sides. The first pupil on one side gives a subject — "An old gray wolf," for instance. The first pupil on the opposite side immediately repeats the subject and completes the sentence by supplying a predicate. He might say, for instance, "An old gray wolf turned a somersault."

The pupil who completed the sentence then gives a subject, and the second pupil on the first side supplies the predicate. So the game goes on.

After a while predicates may be given and subjects supplied.

One pupil should be appointed to keep the score on the blackboard. The failure of any pupil to be ready with a subject or predicate as required, or to repeat correctly the part quoted from another pupil, or to supply the missing part promptly, counts five points for the opposite side. The teacher will act as umpire. The side first securing twenty-five points wins. The game then begins once more.

It is allowable for each pupil to have at hand a slip of paper on which he has written three subjects and three predicates, and to consult it if he wishes to do so when his turn comes to give one of these parts. A sentence started by another pupil can be finished only by quick thinking.

Study of Subjects and Predicates

In the stories you have written in your notebooks find and copy five short sentences that express one thought only. Draw a line under the subject of each.

Whenever you express a thought, be sure that you have both a subject and a predicate. If you still have difficulty with sentences, use short ones and test every one that you write by finding its subject and its predicate.

88. SENTENCE STUDY

Kinds of Sentences

Which of the following sentences is a statement? a question?

Who invented the telephone?
Our country is sometimes called "The Land of the Free."

Do the following sentences state something or ask something? What do they do?

Do not waste paper.
Please open the door.

The first is called a *command.* The second is called a *request* because the word *please* is used.

Now look at another sentence:

How the wind blows!

You have learned to use the exclamation point after a sentence of this kind because it expresses strong feeling. Such a sentence is called an *exclamation.*

An exclamation may be merely a statement, a question, or a command expressed with strong feeling.

The house is on fire!
Ring in an alarm!
What *shall* I do!

Questions, commands, and exclamations have subjects and predicates just as statements do. They are used less often than statements, however, and they are not so likely to be left unfinished. For this reason it is not important at present for you to have practice in finding their subjects and predicates.

89. ABBREVIATIONS

Review Section XXI, page 327. Which of the abbreviations given are titles used in addressing persons? What mark is used after an abbreviation?

Learn thoroughly the following abbreviations:

Doctor, Dr.	Forenoon, a.m. or A.M.
Reverend, Rev.	Afternoon, p.m. or P.M.
General, Gen.	Post Office, P.O.
Captain, Capt.	Number, No.
Professor, Prof.	Rural Free Delivery, R.F.D.

The letters a.m. are the initials of Latin words, meaning *before noon;* the letters p.m. are the initials of words meaning *after noon.*

It is not considered courteous to use the abbreviations of General, Captain, and Professor in writing to persons having these titles.

90. DICTATION

Before writing from dictation the following letter, explain all abbreviations. Why are there two paragraphs?

R.F.D. Route No. 4
Clinton, Conn.
May 10, 1922

Dear Frank,

Such a busy day as I had yesterday! I took the 8 a.m. train for New York, met father at Dr. Sweet's office, and went down town with him. Father helped me to make out a P.O. money order to send to World Book Company for a copy of "Sure Pop and the Safety Scouts." After that we called on Gen. E. B. White and a few more of father's friends. We returned to Clinton on the 5 p.m. train.

This letter is nothing but a stupid list of things I did yesterday. Next week I am going to New Haven, and then I'll write you a real letter.

Your true friend,
Will

Seat Work

Make out a list of common abbreviations you use in arithmetic. Copy the abbreviations and the words for which they stand into the "Spelling" section of your notebook, and learn to spell them.

Write two original sentences giving a command or a request.

Find two exclamations in some of the stories of this book and copy them.

91. PREPARING A FIVE-MINUTE DRILL EXERCISE

Write a sentence for each word in Exercises 10, 11, and 12, Section VI. Sentences will be selected and dictated as usual. Keep the paper in your language book, and use the sentences for a few days in your drill exercises.

92. TELLING STORIES FROM A PICTURE

Review Lesson 59, page 82.

Look at the picture on the following page. Which animal is the hero? What might each animal be saying if it could speak?

Half the class may describe the picture, and half may tell a short story about it. Let one of the animals be the speaker, or tell the story as if you owned the kitten.

93. STUDY OF A STORY

THE ELEPHANT, THE MONKEY, AND THE PARTRIDGE

Long ago an elephant, a monkey, and a partridge lived together near a spreading banyan tree. They were good friends at first, but soon began to quarrel.

"This will never do," said the elephant. "We should live in peace. Age brings wisdom, so let the oldest rule."

"That is a good plan," said the monkey. "But how shall we find out which is the oldest?"

"Let us each tell how large the banyan tree was when we were children," suggested the partridge. "You begin, Friend Elephant."

"When I was a child," began the elephant, "I could

F.R

walk over the tree. By being very careful, I did not touch even its highest branches. I have known the tree from its youth."

"And I," said the monkey, "by stretching my neck the merest trifle, could eat the leaves on its topmost branch. I have known the tree from its infancy."

Last of all the partridge spoke. "When I was very young, my mother took me to the mountains, and we brought home some seeds. I planted one of the seeds here, and the banyan tree grew from it. I have known the tree from its very birth."

"You are the oldest, Friend Partridge," cried the elephant and the monkey together, "and you shall rule."

But the partridge was very wise. "We must all rule," he said. "Let us all help make some simple laws, and I, as the oldest, will see that they are obeyed." This was done, and from that time on the animals lived together in peace and friendship.

Adapted from a Jataka Tale

Read the story. What is a banyan tree? In what part of the world does it grow?

If you cannot discover the meaning of the following words from the way in which they are used, consult the dictionary: *suggested*, *youth*, *topmost*, *trifle*, *infancy*.

Three children may read the story again, omitting everything except the conversation.

Planning to Play the Story

What may the animals have quarreled about? Think of several different causes for disagreement — getting and sharing the food supply, keeping their living

quarters clean, acting as sentinels to avoid being captured, etc.

Discuss what they might have said to each other when disagreeing about these matters. Each pupil may write in dialogue form a conversation regarding one of them. Each animal should speak at least three times, but it is not necessary that they speak the same number of times or in a given order. Remember the use of the comma with the name of the person addressed and with the words *yes* and *no*.

Read the conversations and decide which is most interesting and most lively.

Write a similar conversation to show what laws they decided to make. Naturally the laws will relate to the matters they quarreled about at the outset. Read these conversations in the same way.

Dramatizing the Story

Putting together the story as told in the book and the best of the conversations that were written, play the story.

Think what the animals might be doing during the quarrel. Would they sit quietly side by side? When talking about the banyan tree, they should be active. When shall they sit peacefully in a group?

94. CONVERSATION LESSON

Rules and Laws

Discuss in class some of your school rules, and show why they are necessary for the good of all. What

rules do you have at home that protect the rights of all?

Discuss some of the laws of your city or town that you must obey. In what way did your father help make these laws? Is obeying the laws of our country one of the things you promise to do when you salute the flag?

95. STUDY OF A STORY

The event related in the following story happened long ago, before France was a republic. The King's oldest son was called the Dauphin, just as the oldest son of the King of England is called the Prince of Wales. Read the story at first silently and then aloud.

The King and the Peasant

During the reign of Henry IV of France, a peasant was one day riding toward Paris. Not far from the city he was overtaken by a stately horseman.

"Good morning," said the stranger, cheerily. "Have you business in Paris?"

"Yes," answered the peasant, "but above all I wish to see our beloved King."

The horseman smiled and said, "That will not be difficult."

"But how shall I know which is he when he is surrounded by his courtiers?" inquired the peasant.

"In this way," replied the horseman. "The King alone will keep his hat on, while all other heads are bared before him."

Continuing to chat in the friendliest manner, they soon reached Paris. After a while, however, the peasant became troubled. Crowds were gathering and all heads were uncovered.

"Sir," said the peasant to his companion, "we alone have hats on our heads. Either you are the King or I am he."

The stranger laughed heartily. "I am the King," he said simply. "Attend to your business and then come to the palace. Today you shall dine with me and shall see the Dauphin."

Tell the story from memory in the following way: One pupil may give the introduction; two others may give the conversation before reaching Paris; another may tell the remainder of the story.

Give the meaning of the following words, and use each in an original sentence: *overtake*, *stately*, *peasant*, *difficult*, *courtiers*, *inquired*, *chat*. Which of these words will you not be likely to use often in your own speech? Select three that you may wish to use. Copy them into your notebooks, using each in a sentence.

96. DAILY DRILL EXERCISE

CORRECT USE OF WORDS AFTER *It is*

In one of his questions the peasant said, "But how shall I know which is he?" Later he said, "Either you are the King or I am he." Notice how the word *he* is used in these sentences. A wrong form is often used instead of *he*. In the same way wrong forms are often used instead of "*It is I*," "*It is she*," "*It is they*," etc.

If these mistakes are made in your class, read the following sentences and groups of words in your drills for several days:

1. Who broke the window? It was I.
2. Who paid for the window? It was Ned and I.

3. Did Frank catch the pony? Yes, it was he.
4. It was we who first saw the fire.
5. Was it Mary who sent in the alarm?
6. Yes, it was she.

It was I.	It was he.	Is it she?
It was we.	It was she.	Is it I?
Is it they?	Is it he?	Is it they?

Review also the correct-usage sentences in your notebook. What bad speech habits have you succeeded in breaking?

97. A LANGUAGE GAME

NONSENSE SENTENCES

Before the game is played, each pupil writes on a slip of paper three subjects and three predicates. They need not be related.

The class is divided into two teams. The first pupil of one team reads a subject. The first pupil on the opposite team immediately repeats the subject and adds a predicate from his own slip of paper. This pupil then reads one of his subjects, the second member of the first team repeats it and adds one of his predicates, and so the game goes on.

One pupil will keep the score on the blackboard. If a pupil laughs while reading a sentence, or if he fails to quote accurately the part of the sentence given by another pupil, the opposite team scores five points. Twenty-five points win the game.

98. CONVERSATION LESSON

SOME GOOD FRIENDS

Have you ever thought what good friends of yours the policeman, the fireman, and the letter carrier are?

Explain clearly in what way the policeman helps you. What does the fireman do for you, even though your house never takes fire? Explain the work of the letter carrier.

Ask each other questions about these workers.

99. WRITTEN LESSON

Imagine yourself to be a policeman, a fireman, or a letter carrier. Write in your notebooks an interesting story about some experience you have had. Try to interest your audience by your very first sentence.

Use exact language and stick to the point.

100. READING COMPOSITIONS IN CLASS

Today each pupil called on may read the story written in the last lesson period and then read the first composition, not a letter, written in his notebook.

The class may listen carefully and tell in what way the reader has improved.

After a little practice in comparing compositions in this way, exchange notebooks. Read the first and the last composition in the one that comes to you, and write a short statement telling in what ways, if any, the writer has improved.

Leave the slips in the notebooks and return them to their owners. During the next study period each of you may write a note to your teacher telling her what you need to work for hardest in the future. Inclose the slip written by another pupil, whether you agree with the report it contains or not.

101. PREPARING A DAILY DRILL EXERCISE

Write a sentence for each word in Exercises 13, 14, and 15, Section VI. Draw a light line under the subject of each. Sentences will be selected and dictated in the usual way. Keep the papers in your language books, and use the sentences in your five-minute drills for a few days. Review also the sentences on page 58.

102. PROBLEMS

I

Read the following nonsense verses written by Edward Lear. When you have enjoyed them, explain fully the punctuation of the direct quotations.

There was an old man in a tree,
Who was horribly bored by a bee,
When they said, "Does it buzz?"
He replied, "Yes, it does!
It's a regular brute of a bee."

There was an old man of the West,
Who wore a pale plum-colored vest,
When they cried, "Does it fit?"
He replied, "Not a bit!"
That uneasy old man of the West.

Copy the following stanza, inserting any punctuation that is omitted. As many as possible may write on the blackboard.

There was an old man who said Hush!
I perceive a young bird in this bush!
When they said Is it small
He replied Not at all!
It is four times as big as the bush!

2

Copy the following sentences, and draw a light line under the predicate of each:

1. The American flag is a symbol of liberty.
2. Far across the sea sailed the vessel.
3. It looked like a giant bird.
4. Many hands make light work.
5. Honesty is the best policy.
6. Our flag is red, white, and blue.
7. At recess we had an exciting race.

CHAPTER EIGHT

Learning to Build Sentences

103. JOINING SHORT SENTENCES

What are the boys in the picture on page 137 about to do? How many small sleds are they using? What else is needed? Some boy who knows how to make a bob sled may tell how it is done.

Could the boys make a bob sled simply by putting one small sled directly behind the other? What might happen in coasting if the sleds were not securely fastened together?

It is just as necessary that short sentences be fastened together if they are to be joined to form one longer sentence. Imagine that a pupil expresses the following thoughts:

The aëroplane started promptly.
It was soon high in the air.

Are these groups of words sentences? Prove your answer by showing that they have or that they have not subjects and predicates.

The sentences were written in this way in school:

The aëroplane started promptly it was soon high in the air.

The writer did not make a long sentence. *He spoiled two short ones.* How might he have joined the two sentences? You have been cautioned not to use too

many *ands*, but do not make the mistake of not using the word when it is needed.

Albert's father went to Victoria he left his yacht in the bay.

We hauled him in he looked like a soaked puppy.

In the afternoon we went fishing my line broke.

May did not go to school she broke her arm.

We started to walk home it was a long way.

The above groups of words were taken from the compositions of pupils of about your age. First make two short sentences of each group, writing them on the blackboard. Give the subject and predicate of each.

Now decide in which cases it would be well to express the thoughts in two separate sentences, and in which cases it would be better to join them. If they should be joined, be sure to *fasten them together*. *But* and *because* are common joining words.

Another Way of Joining Sentences

Read these sentences:

I am twelve years old. I am not very tall.

Each of these sentences expresses a thought, but the thoughts are so closely connected that it is a good plan to connect the sentences.

Which one of the following groups of words is not a sentence? Why not? Which of the sentences do you prefer? Why?

I am twelve years old I am not very tall.

I am twelve years old, but I am not very tall.

Although I am twelve years old, I am not very tall.

F.R.

Join the sentences of each pair below in as many ways as possible, and then choose the one that you think makes the most pleasing sentence:

The band began to play. I ran to the window.
I have a little sister. Her name is Bessie.
The cat is away. The mice will play.

104. SENTENCE STUDY

Getting to the Point Promptly

Review Lesson 27, page 40.

A girl began her composition in this way:

Once upon a time there lived an elephant and a monkey. One day they had a quarrel.

Why is it not necessary to tell that "there lived an elephant and a monkey"? If this unnecessary sentence had been omitted, the composition would have begun in this way:

Once upon a time an elephant and a monkey had a quarrel.

This is a much better beginning, because it gets at once to the point. Change the following composition beginnings so that they will get to the point in the first sentence:

I have a little sister. Her name is May. One day she swallowed a button.

Once upon a time there was a boy. His name was Jim. He was the best swimmer in our school.

One night there was a wind storm. It was a very heavy one. The wind tore off the roof of Uncle Phil's barn.

It was a pleasant day. We thought we would take a walk. We decided to go to Central Park.

From now on in your oral and written language lessons try to remember these rules:

1. **Do not join sentences unless they are very short and really belong together. If you do join them,** ***fasten them together.***

2. **Do not waste sentences at the beginning of a composition. Get to the point as quickly as possible.**

105. PREPARING A DAILY DRILL EXERCISE

Write a sentence for each word in Exercises 16, 17, and 18, Section VI, pages 316 and 317. Sentences will be selected and dictated as usual for use in the five-minute drills.

106. EXPLAINING THINGS

Each child may come to class prepared to explain one of the following:

Rural free delivery of mail
The work of a traffic officer at street crossings in large cities
How country roads are taken care of
Turning in a fire alarm
How fire drills are conducted in your school
How hay is cut and cured
How sugar is obtained from the cane
How the city gets its milk supply

Make your explanations very clear. Use a blackboard sketch whenever it will help. The class should ask questions if any important point is omitted.

Select the topic about which you already know a good deal, or about which you can get information. There is a very wise warning in the following stanza of poetry:

A little lad in a hillside home
Wrote a story of life in town.
A little maiden in town that day
Wrote of the hillside far away.
And neither did well, alas! for oh,
They told of things they did not know.

107. SPELLING REVIEW

Review the following words, the words on pages 329 and 330, the words in your notebook, and the abbreviations on page 123 and in Section XXI, page 327:

answered	trouble	quiet room
either	beautiful	new clothes
replied	money	farther away
sentence	birthday	getting tired

108. STUDY OF A POEM

WHAT DO WE PLANT WHEN WE PLANT THE TREE?

What do we plant when we plant the tree?
We plant the ship which will cross the sea.
We plant the mast to carry the sails;
We plant the planks to withstand the gales —
The keel, the keelson, and beam and knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors,

We plant the studding, the laths, the doors,
The beams and siding, all that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see;
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade, from the hot sun free;
We plant all these when we plant the tree.

HENRY ABBEY

Read the poem. When you look at a tall, beautiful tree, do you ever think of the many things for which its timbers are used? What parts of a ship are mentioned in the first stanza? Make a blackboard sketch to illustrate those with which you are familiar. What is the studding of a house? the siding? What is a spire? "Out-towers the crag" is the poet's way of saying that the spire is higher than a crag or very high rock.

What are some of the "thousand things we daily see" not mentioned in the poem? What one thing mentioned in the last stanza does the living tree give us?

Fortunately all trees are not planted to be cut down. What do we plant when we plant orchard trees? What besides shade do we plant when we plant trees on city streets or on lawns? What is done in your city or town to take care of the trees?

You will enjoy the following poems:

THE PLANTING OF THE APPLE TREE. *Bryant*
PLANT A TREE. *Lucy Larcom*

109. CONVERSATION LESSON

Magical Planting

In your last lesson you talked about the many things that are planted when a tree is set out. Today you may discuss in class some of the things that result when the following are planted: *corn*, *cotton*, *wheat*, *sugar cane*.

When you have named a considerable number of things, each pupil may select the one in which he is most interested and tell a short story about it. You might begin in this way: "When we plant the sugar cane, we plant candy." Then tell how the sugar is made into candy. Or, "When we plant wheat, we plant bread," and explain how we get bread from wheat.

110. A STORY TO REPRODUCE

Two Ways of Looking at Things

Two city girls with their mother once visited an aunt in the country. The girls ran into the garden to play, but one soon returned to the house. "Oh, mother," she whined, "the garden is full of rose bushes, and every one has long, cruel thorns."

Soon after the second girl ran in. "Oh, mother," she exclaimed gleefully, "come and see the lovely garden! It is full of thorn bushes, and every bush is loaded with fragrant roses."

Read the story, remembering that one *whined* and the other *exclaimed gleefully*.

What does *cruel* mean? Can a thorn really be cruel?

Is *cruel thorns* a stronger expression than *sharp thorns?* What is the meaning of *fragrant?*

Which girl saw the bright side of things? Which was the happier and why? Tell the story in a lively way, using some of the words of the book, that you have not been in the habit of using.

Select two or three words that you think might be useful to you at other times. Copy them into your notebooks, using each in an original sentence.

111. WRITING A CONVERSATION

Imagine two persons doing the following things. One looks on the bright side of matters, and the other on the dark side.

Two boys are drawing their sleds up hill after coasting down.

Two girls are caught in a shower on their way home from a party.

Two women wash dishes after a Christmas feast.

Two men pay the bills of a trip to California.

Select one of the four, and write out the conversation in dialogue form. Write at least two remarks on each side. One person in each case will think of the pleasure that has been enjoyed, and the other only of what followed.

Do not forget to use the comma correctly when you name the person spoken to, or when you use *no* or *yes* in your answers. Review Lesson 45, page 64.

Read some of the conversations and criticize them. Then change one of them into the story form, using first direct and then indirect quotations.

112. LANGUAGE GAME

Relay Race

Before going to class, read the following directions so carefully that you will be ready to play the game. Bring to class a slip of paper on which you have written three or four words that are often wrongly used. See Section VI, page 312, for common ones.

The class is divided into three or four equal groups. Each group forms a row facing the blackboard. A chalk line on the floor marks the position of the first pupil of each row. Each front pupil holds a piece of crayon. At a signal, this pupil goes quickly to the blackboard, writes one of his words, gives the crayon to the second pupil, and takes his place at the rear of the row.

As soon as the second pupil receives the crayon, he writes a word, and gives the crayon to the next pupil. The game proceeds until all are in the positions they had at first. The row finishing first wins the game.

Observe these rules:

As soon as a pupil starts for the blackboard, the other pupils of the row move forward one place.

Words must not be repeated in any row.

Running is permitted if done without noise and without causing confusion.

Using the Blackboard List

For a few minutes use the words in original sentences. Try to *think* and to *speak* rapidly, but speak *distinctly.*

Each word will be erased as soon as it has been used. Raise hands at once if a mistake is made.

Use in original sentences the words in Exercises 19 and 20, Section VI, page 317.

113. PLANNING A SCHOOL ENTERTAINMENT

Would it not be pleasant to invite your parents and friends to visit your class before the end of the year? Use all your language periods for a few days in planning an entertainment.

You will need a program committee, a reception committee, a committee on decorations, and an invitation committee.

Discuss in class the duties of these committees. Select by vote a chairman for each. Shall you vote for your special friends or for pupils who will make good leaders for the committees?

Each pupil will be assigned to one committee. Each committee should have an after-school conference with the teacher. Why?

Writing the Invitations

Here is an invitation sent out by a grade in a school where there were several fifth grades:

The pupils of Miss Smith's fifth grade of the Lincoln School cordially invite you to attend their Christmas exercises on Friday afternoon, December 17, at two o'clock.

December the fifteenth

Notice that this invitation is not written in the form of a note. In an invitation of this sort, the date is written at the end, and no figures are used.

The invitation committee will write the invitation on the blackboard. If each pupil makes one or two copies, you will probably have enough. Decide how they shall be sent.

The program committee will also put on the blackboard the program to be copied by each pupil. Each guest should have a program. Here is the beginning of a program:

SUMMER FESTIVAL

FIFTH GRADE — HUMBOLDT SCHOOL

June 10, 1922

PROGRAM

Salute to Flag	*School*
Song, "America"	*School*
Recitation, "The Four-Leaved Clover" . .	*Amy Brown*
Play, "The Spring Carnival"	*Four Girls*

Of course the committee on decorations will plan to have the room very attractive and to display some of the best written work and books you have made.

The reception committee will arrange for seating the guests, will greet them at the door, and will intro-

duce them to the teacher, if they are strangers to her. Practice doing all these things.

Above all, have a program that will give pleasure to your guests.

Some Questions to Answer

Another year's language lessons have been completed. What can you do now? Answer the following questions:

In both oral and written composition, do you use clear sentences, stick to the point, and employ the best words you have at command?

When you express in one sentence two thoughts that belong together, do you fasten together the parts of the sentence?

Do you arrange your work well on paper and spell and punctuate it correctly?

Can you write a letter and get the form *exactly right?*

When you make mistakes, do you find them yourself?

Have you overcome some of your bad habits of speech?

Can you use all the self-help methods you have been taught to employ?

On the following page is a list of books for summer reading. Will you try to read during the vacation at least three of these books or others just as good? Will you come to your new grade prepared to report on at least one of them?

And now a happy vacation to you all!

BOOKS FOR SUMMER READING

Below is a list of books that children everywhere enjoy. If there is a public library where you live, the librarian will help you select others.

American Book of Golden Deeds. *Baldwin.*
Anne's Terrible Good Nature. *Lucas.*
Being a Boy. *Warner.*
Book of Saints and Friendly Beasts. *Brown.*
Castle Blair. *Shaw.*
Children of the Cold. *Schwatka.*
Fairy Tales. *Andersen.*
George Washington. *Scudder.*
Hans Brinker. *Dodge.*
Heidi. *Spyri.*
Jack and Jill. *Alcott.*
Jackanapes. *Ewing.*
Little Jarvis. *Seawell.*
Merry Adventures of Robin Hood. *Pyle.*
Peter and Wendy. *Barrie.*
Peterkin Papers. *Hale.*
Robinson Crusoe. *Defoe.*
Stories of American Life and Adventure. *Eggleston.*
Swiss Family Robinson. *Wyss.*
The Little Lame Prince. *Craig.*
The Slowcoach. *Lucas.*
Two Little Confederates. *Page.*
Uncle Remus, His Songs and His Sayings. *Harris.*
With the Indians in the Rockies. *Schultz.*
Wonderful Adventures of Nils. *Lagerlöf.*

THE STAR-SPANGLED BANNER

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watched were so gallantly streaming;
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

On that shore dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream;
'Tis the Star-Spangled Banner; oh, long may it wave
O'er the land of the free and the home of the brave!

Oh, thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation,
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust!"
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

FRANCIS SCOTT KEY

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

WILLIAM TYLER PAGE

SIXTH GRADE

TO THE GIRLS AND BOYS OF THE SIXTH GRADE

One Friday morning long ago, the teacher of a country school in New Hampshire held up a bright new knife before the admiring eyes of his pupils. "On Monday I shall give this knife to the boy who by that time has committed to memory the largest number of verses from the Bible," he said. Every boy in the room wanted the knife. Daniel Webster determined to win it.

On Monday the verses were recited. Some had learned three, some six, and a few even more. Finally it was Daniel's turn, and he recited verse after verse.

"Are you almost through?" interrupted the teacher.

"Oh, no, sir," answered the boy. "I know two chapters more." Daniel had won the knife.

Many years later Daniel Webster became a great lawyer and statesman. When asked how he gained his command of language, he said that it had always been his habit to commit to memory verses from the Bible, speeches, parts of speeches, poems — anything

whose language he admired. The habit gave him a large vocabulary of strong, useful words. As he walked to his business, he would often select two or three words and plan to use them at the first opportunity.

For several years you have been committing to memory both poetry and prose, and last year you selected special words to use. This year you will give much attention to words — to their meanings and to the special work that each does in helping you to express your thoughts. Shall you think sometimes of Daniel Webster and of how he gained his rich stock of words and learned how to use them?

Do you know that you are now at the age when people commit to memory most easily? That is why this is a good year for you to make a special effort to secure a large vocabulary and to use it in a clear, forceful way.

It is a good time also to form the habit of doing thoroughly whatever you do, whether it be work or play. Below is a message from Theodore Roosevelt to all boys. The advice is just as good for girls. Discuss the meaning of the message, and commit it to memory.

In short, in life, as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard!

From "The American Boy" by
THEODORE ROOSEVELT

CHAPTER ONE

Learning New Methods of Self-Help

1. HOW TO STUDY INDEPENDENTLY

This is a lesson for you to read in class today, and to read often until you form good habits of study.

In the lower grades your teacher studied with you in order that you might *learn how to study.* She will still do this whenever necessary, and she will be ready to help you at all times; but girls and boys of your age should constantly be growing more independent in preparing their language lessons. Reading the directions for study, and trying to understand and follow them, is in itself one of the best language lessons you can possibly have. Learning how to study independently is an important kind of self-help.

In this subject as in all others, review is very important. It should usually be the first step in studying a lesson. Take this first step as suggested below unless your teacher directs you to do otherwise.

Reviewing the Work of Lower Grades

For reviewing, use the Index on pages 333–338. See how quickly you can find the following topics in the Index: *Sentence Study*, *Comma*, *Punctuation*, *Letter Writing*, *Capital letter*, *Written Work.*

Notice what the new lesson is about, and ask yourself what you already know about the subject. When you have in mind all that you can recall, turn to the

Index and see if you have forgotten anything. For instance, if you are to learn a new use of the comma, find the word "Comma" in the Index. Under the word is a list of uses. Review all that refer to pages coming *before* the one on which your new lesson is, and all that refer to the review sections on pages 307–332. Why shall you not refer to *later* pages except in the case of the review sections at the end of the book?

Studying the New Lesson

Read the entire lesson and in your mind separate the part which tells you what to do from the part that gives stories or other matter for you to use. *Read* each direction and question carefully, *think* what it means, *plan* what you are to do, *do* it to the best of your ability, and then *test* your work — that is, go over your work to see if you have accomplished what you set out to do. *Read and think, plan, do, test* — these are the steps.

If there is anything you do not understand after careful thought, *do the rest of the work thoroughly* and bring up the troublesome point in class to discuss with your teacher and the other pupils.

Your teacher will study with you until you fully understand what is required. After that, read these directions often, and you will soon form the habit of studying in a way that will help you to master the lesson by the very best of methods, the method of self-help.

Using the Index, review all the kinds of self-help you learned to use last year.

2. TELLING CAMP STORIES

To what organization do the boys in the picture on page 157 belong? What are the boys in the foreground doing? What different things are those in the background doing? Which of these activities have you carried on in the open air?

Each pupil may tell a real or imaginary camp experience. First attempts to build a fire, to signal, to cook, to set up a tent, to sleep on a hard cot, all offer opportunities for telling interesting stories.

In thinking out your story, be sure to review as suggested on page 153 all that you have already been taught about story-telling. When telling your story, decide exactly what point you wish to make, and then let nothing, no matter how interesting it is, divert your attention from the target.

Writing the Story

In class, write your camp story. Be sure to give it a good title. Which of the following titles would be the best for a story that told of a potato roast in camp? Give good reasons for discarding two of the titles:

Camping Out
Roasting Potatoes in Camp
Camp Cooking

These stories will be saved as a sample of your best work at the beginning of the year. Later they will be returned to you, so that you may note your progress.

3. BOOK REPORTS

At the close of last year you were given a list of books for vacation reading. You surely read some of these books or others just as good.

Today you may report on the most interesting book you read during the summer. Give in one paragraph its title, the author's name, and the names of the principal characters. In a second paragraph tell one anecdote from the story.

Here is a report to start off with:

The most interesting book I read last summer was "Robinson Crusoe" by Daniel Defoe. Robinson Crusoe and his man Friday are the principal characters.

At one time Crusoe built a boat because he wished to leave the island on which he had been shipwrecked. It took him twenty days to cut down a tree and fourteen more to hack off the branches. He spent a month in shaping the boat on the outside and three in scooping out the inside. When it was finished, he had a fine boat and he was very proud of it. But what do you think? The boat was so heavy that he could not get it into the water! This taught Crusoe such a good lesson that the time and hard work were not really wasted.

When the reports have all been given, choose several that made you wish to read the book named.

Seat Work

Write a similar report of a favorite story in your reader.

4. SENTENCE STUDY

Review all that you have learned about sentences, giving special attention to Lesson 86, page 118.

Read the following sentences. Find a statement, a question, a command, and an exclamation:

April showers bring May flowers.
Sing softly, children.
Were you ever in Savannah?
How brightly the sun shines!

Give the subject and the predicate of the statement. Not only is it important to understand that even the shortest sentence must have a subject and a predicate, but you should also be able to recognize groups of words that are not sentences.

What part of a story need not be a sentence, and why?

Read the following conversation:

Beth: May I use your fountain pen, mother?
Mother: Certainly, dear.

Did Beth use a sentence? Did the mother use one in replying? If you had not heard Beth's question, but had overheard the mother's answer, would the answer have meant anything to you? Why was it perfectly clear to Beth? Give the mother's answer in sentence form.

Do you ever have a conversation like the following in your school?

Teacher: What is fifty per cent of thirty-six dollars?
Pupil: Eighteen dollars.

Teacher: Seventy-five per cent of forty acres?
Pupil: Thirty acres.

Find all groups of words that are not sentences. Is the conversation perfectly clear? Read the conversation, using sentences.

In rapid, familiar conversation and in school drills, it is not necessary always to express thoughts in sentences, because there is no danger of being misunderstood. But *at all other times* use sentences.

Written Exercises

1. Answer this question in the most direct way:

What is the purpose of the danger signal at a railroad crossing?

2. Explain clearly the meaning of any two of the following words by using for each a more common word and then telling something about the word. For the first you might say, "A garage is a building in which automobiles are kept."

garage, coward, separator, bungalow, hammer, carpenter

3. Copy the following sentences, and draw a light line under the predicate of each:

A rolling stone gathers no moss.
Luck should be spelled *pluck*.
Down the street came the circus parade.

4. Make sentences of the following groups of words:

I didn't mean to hurt Tom I tripped him for fun.
Firemen are very useful they protect our homes.

5. Combine the following sentences into one that goes directly to the point:

I have an uncle in Ohio. Last Christmas he sent me a book. It was called "Harper's Outdoor Book for Boys."

5. PREPARING NOTEBOOKS

Using notebooks was one of last year's self-help methods. Bring the notebooks to class, and explain to the new pupils how they were made and used. You will then prepare new notebooks.

In what way did you find the notebooks most useful last year? Did you discover any use that was not suggested in this book? You may wish to give the notebooks a new title. One class named theirs "First Aid in English." Why was this a good title?

When several titles have been suggested, choose one by vote. With the help of the Index, find the first notebook lesson of last year, review it, and then get your new notebooks ready for use.

6. STUDY OF A STORY

The Punishment of Echo

Echo was a beautiful nymph who loved the woods and woodland sports. She was a favorite of Diana, and attended her in the chase.

But Echo had one serious fault. She was fond of talking, and always insisted upon having the last word. One day by her constant chatter she purposely prevented Juno from keeping an appointment. When the goddess realized what Echo had done, she said to the nymph, "You shall

forfeit the full use of the tongue with which you have tricked me. You shall still have the last word, but no power to speak first."

Disappointed and humiliated, Echo went into the woods and lived in caves and among mountain cliffs. Gradually her body faded away, and only her voice remained. With this she still keeps up her habit of having the last word.

GREEK MYTH

Read the story. Who were Diana and Juno? If you cannot discover the meanings of the following words from the way in which they are used, consult the dictionary: *attended*, *insisted*, *humiliated*, *gradually*.

How many paragraphs has the story? How does the introduction help you to understand the remainder of the story? What does the second paragraph tell about? the third?

Three pupils may tell the story, each taking a paragraph. Which pupil talked most naturally — that is, as if telling an original story?

With the help of your teacher select several words that you would find useful at other times than when telling this story. Write them in original sentences in the "Word Study" section of your notebooks.

7. COPYING AND DICTATION

THE BOY AND THE ECHO

A little boy was playing out of doors. For very joy he shouted, "Hurrah! Hurrah!"

"Hurrah!" came an answering voice from the hillside.

"Who are you?" shouted George.

"Who are you?" came back the answer.

"You are a rude, saucy boy!" cried George.

"Rude, saucy boy!" answered the voice.

Then George called the other boy the worst names he could think of. The same names were at once hurled back at him. George ran into the house and told his mother what had happened.

"Have you not often seen your face in the water?" his mother asked. "Today you have heard the echo of your voice from the hills. Had you used pleasant and friendly words, pleasant and friendly words would have come back to you."

Read the story aloud. Try to make the echo sound as if it came from a distance.

What does *rude* mean? *hurled?* Explain the use of all punctuation marks.

You will notice that the words of each speaker form a paragraph. This is not always necessary in a short anecdote, but when there are several remarks made by each speaker, the paragraph arrangement makes it easier to read the story.

Notice the last paragraph of the story. Read the words spoken by the mother. Into how many parts is the quotation divided? How many pairs of quotation marks are needed? For the present do not try to use broken quotations in your original stories, but notice how they are written.

Write from dictation all of "The Boy and the Echo" except the last paragraph, which you may copy. If the story cannot be written and copied in a single period, use both a language and a spelling period for

the exercise. Why is a spelling lesson also a language lesson?

8. ANOTHER KIND OF SELF-HELP — TRAINING THE EYES TO SEE MISTAKES

While you are becoming more independent in studying language lessons, try also to become more independent in criticizing your work. This is another important kind of self-help.

Try not to make mistakes in your written work, but if you make them, you should find them yourself. In order to help you to train your eyes, your teacher will not mark on your papers the mistakes that you should discover without her help. She will make an *x* or some other mark in the margin before the line in which a mistake occurs to indicate that it is your business to find the mistake and correct it.

Copy the following paragraph, correcting all mistakes:

Two weeks after the Battle of Bunker Hill, George Washington took command of the army. He herd of the battle while on his way from philadelphia "How did the Americans act at Bunker Hill" he eagerly asked. "Bravely, was the reply. Then we are safe said Washington

How many mistakes does the paragraph contain? Who found them all? Write the paragraph once more, this time from dictation.

9. SPELLING REVIEW

Review all words on page 95, and have a spelling match. Copy into your notebooks all the words you

misspell. Review them every day until you know them thoroughly. A sixth-grade girl or boy should no longer misspell any of these words.

For seat work write original sentences containing the following words: *their*, *two*, *here*, *too*, *there*, *whole*, *know*, *hear*. It is not necessary to have a sentence for each word.

10. STUDY OF A POEM

You have probably all heard of the bell on the old State House at Philadelphia that was rung as a signal that the Declaration of Independence had been signed. On the bell were these words: "Proclaim liberty throughout the land unto all the inhabitants thereof." The bell is still kept in the building, although it can no longer be rung. It is this bell that is referred to in the second stanza of the following poem:

Our New Liberty Bell

The Liberty Bell is calling
  From the schoolhouse on the hill.
Its mellow notes reëcho
  From the mountains, cold and still.
Through the village streets they travel,
  As a summons to the free;
For the schoolhouse is the cradle
  Of our country's liberty.

Not on battle field where cannon
  Pour their shells upon the foe,
Can you train the soul of Freedom
  In the things it ought to know.

That old bell in Philadelphia
Rang its notes, and then was still!
But its voice today is speaking
From the schoolhouse on the hill.

ROBERT M. MC ELROY

Read the poem and discuss its meaning. Does your school have a bell? Shall you enjoy thinking that its sound is an echo of a liberty bell that rang so many years ago?

11. CONVERSATION LESSON

Did you ever think what it means to live in a land of free schools, free speech, freedom to worship as you please, and a free chance to make the most of yourself?

The following paragraph applies to girls as well as to boys. Was Theodore Roosevelt right in thinking that a country that gives so much has a right to expect its girls and boys to grow up to become good citizens?

The American Boy

Of course what we have a right to expect of the American boy is that he shall turn out to be a good American man. Now the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean-lived, and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow into the kind of American man of whom America can be really proud.

THEODORE ROOSEVELT

What is a weakling? a shirk? a prig? Talk over with your teacher the meaning of the paragraph, sentence by sentence. Commit to memory either this paragraph or the poem in the last lesson.

12. STUDY OF A STORY

THE LITTLE POSTBOY

Lars was twelve years old, but he appeared to be younger. His face was rosy, his eyes were clear and blue, and his hair was blown back from his face in silky curls. He quickly put on his overcoat of sheepskin, tied the lappets of his fur cap under his chin, and wrapped a thick woolen scarf around his mouth and nose. Only his eyes remained visible. Then his mother took down the mittens of hare-skin from the stove where they had been hung to dry. Lars put them on, took a short leather whip, and was ready.

BOYS OF OTHER LANDS — *Adapted*

Do you see the picture of Lars? Give the meaning of the following words: *appeared*, *lappets*, *visible*, *hareskin*.

What words in the following sentence form a series? How are they set off from each other?

Norway is a land of trees, lakes, farms, and small villages.

Find in the story of Lars a sentence that describes the boy, not by using a series of words, but by using a series of *groups of words*. How are the groups of words set off from each other? Does your voice set them off when you read the paragraph?

Find another sentence containing a series of groups of words. Explain the use of commas in making the thought clear to the reader.

Give orally sentences in which you use a series of groups of words to tell what you plan to do after school today, or what you plan to do on the coming Saturday. Write some of the sentences on the blackboard and punctuate them correctly.

13. ANOTHER KIND OF SELF-HELP — TRAINING THE EARS

Daily Drill Exercise

Do you notice errors of speech made by others? Learning to do so is an important kind of self-help. Train your ears so that incorrect speech will sound unpleasant to you.

Follow last year's plan of using five minutes a day for correct-usage drills. In order that you may know what drill is needed in your class, carry out the following plan:

For several weeks keep a record of every English error that you make or that you hear made. Write the incorrect word on a slip of paper and put it into a box prepared for the purpose. Your teacher will help in this work. A little later you will be told just how to plan the drills.

While you are making this collection of errors, use the drill on page 169.

Mrs. NOT
Mr. NOT
NONE
NO
NOTHING
NEVER
F.R.

Correct Use of *Not* Words

This picture introduces you to the *Not* family. The strangest thing about this queer family is that no two of them can work or play together without getting into trouble. Which members of the family are working or playing alone in the picture? Which two have been playing together? What has happened?

Sometimes children forget these strange habits of the *Not* family and spoil a sentence by trying to use two *not* words in expressing a thought. Look at the following sentence:

I haven't no book.

How many members of the *Not* family are working together in this sentence? One must be driven out, for the sentence is incorrect.

If we drop the *not* from *haven't*, the sentence will read, *I have no book*. This is correct. If we allow the *not* to remain in *haven't*, but drive out *no*, using *any* instead of it, the sentence reads, "*I haven't any book.*" This also is correct.

Nor is a cousin of the *Not* family. It is a much more peaceable word than those in the picture, for it works happily with *neither* and sometimes with other *not* words. These sentences are correct:

Neither Mary nor Jennie had a perfect lesson.
I did not hear the concert, nor did I try to do so.

How many of the following sentences are correct? Explain why they are correct. Correct the remaining

sentences. Whenever it is possible to do so, drive out first one *not* word and then the other.

1. I didn't see no birds.
2. Mary didn't do no examples.
3. It is so dark that I can't see nothing.
4. There are no birds in last year's nest.
5. It wasn't neither my fault.
6. There was plenty of cake, but I didn't want any.
7. Mother hasn't any carpet sweeper.
8. No one couldn't see the parade.
9. Neither cotton nor sugar grows in New England.

Write the corrected sentences in your notebook. Use the sentences for the first three minutes of your daily drill period. For the last two minutes, give original sentences containing *did* and *done.*

14. PROBLEMS — ORAL AND WRITTEN

1. Give orally sentences using correctly the following words: *may, can, taught, learned, came, went, gone, have no.*

2. Review Lesson 43, page 61. Read once more the paragraph about Washington on page 163. Do the mistakes seem to stand out very plainly? Tell the anecdote, using indirect quotations instead of direct. Which form do you like better, and why?

3. Write the following sentences correctly:

Tom said "that his team was going to win."
All children should learn to swim it is good exercise
Marys hair is as curly as shavings.

4. Last year you were taught to use these kinds of self-help: constant review, notebooks, the dictionary, learning new words, and training the eyes to discover interesting things to talk about. Continue to use them all this year, and in addition those discussed in this chapter: learning to be independent in studying language lessons, learning to be independent in finding and correcting mistakes in written work, and training the ears so that incorrect language will sound very unpleasant to you.

Besides teaching you to use self-help methods, this chapter should also have helped you to discover the weak places in your language work. Strengthening these weak places is an important part of your business.

Writing a Note

Write a note to your teacher, telling her what you think you do best in language work and in what ways you will try to improve.

CHAPTER TWO

Learning to Write Business Letters

15. REVIEW OF LETTER WRITING

Review Letter Writing. When using the Index, pay no attention to the topic "exercises in," for the pages that follow refer to all letter-writing lessons. You should review only the lessons in which a new step in letter writing is taught. Turn to the Index and decide which topics you will review. Do not overlook the lesson in the Review Section.

In class, be ready to go to the blackboard and explain clearly any important matter connected with letter writing that your teacher calls for.

Dictation Lesson

Your teacher will dictate a letter which you have never seen. Avoid mistakes by writing with the greatest care. Should you make a mistake, however, you should find it yourself.

At the last the letter will be written correctly on the blackboard. Compare your letter with the model.

Write in your notebook any words you misspelled. Do you always know whether you can spell a word correctly or not? If you are in doubt, consult a dictionary. If this is not possible at the moment, leave a blank space and write the word afterward. Remember that *avoiding mistakes* is an important part of your work. Why?

16. LETTER WRITING

Today you will have one more lesson in writing friendly or social letters, and then you will learn to write business letters.

When you write a letter, are you doing it mainly for your own sake or to afford pleasure to another person? Would it entertain a friend to receive a letter telling about things in which he is not interested? The best letter writers always think of the interests of those to whom they are writing.

Phillips Brooks was a great preacher. While traveling in Europe at one time, he wrote many letters that have been published. To his father, mother, brothers, and adult friends, he wrote charming descriptions of the wonderful things he was seeing. To a little niece he wrote the following letter:

Venice, August 13, 1882

Dear Gertie,

When the little children in Venice want to take a bath, they go down to the front steps of the house and jump off. Yesterday I saw a nurse standing on the front steps holding one end of a string, and the other end was tied to a little fellow who was swimming up the street. When he went too far, the nurse pulled in the string and got her baby home again. Then I met another youngster swimming in the street, whose mother had tied him to a post by the side of the door, so that when he tried to swim away to see another boy who was tied to a post up the street, he couldn't, and they had to sing out to one another over the water.

Is not this a queer city? You are always in danger of

running over some of the people and drowning them, for you go about in a boat instead of a carriage, and use an oar instead of a horse. But it is ever so pretty, and the people, especially the children, are very bright, and gay, and handsome.

Pretty soon now you will go back to Boston. Do go into my house when you get there, and see if the doll and her baby are well and happy (but do not carry them off). Make the music box play a tune, and remember your affectionate uncle,

Phillips

Do you think Gertie was pleased to receive this letter? Why would she not have enjoyed a letter describing the paintings in the art galleries? Your teacher will read you another letter written to Gertie either four years earlier than 1882 or four years later. You may decide when it was written.

The following letter was written by Thomas Hood, an English poet. He and the little girl to whom the letter is written had once rolled down a bank together and landed in a prickly bush. Read the letter and enjoy it as much as May probably did.

17 Elm Tree Road
St. John's Wood
Monday, April, 1844

My dear May,

I promised you a letter, and here it is. I was sure to remember it, for you are as hard to forget as you are soft to roll down hill with. What fun it was! only so prickly that I thought I had a porcupine in one pocket and a hedgehog in the other.

Tell Dunnie that Tom has set the trap in the balcony and has caught a cold, and tell Jeanie that Fanny has set her foot in the garden, but it has not come up yet.

Oh, how I wish it were the season when "March winds and April showers bring forth *May* flowers!" Then, of course, you would give me another pretty little nosegay. Besides it is frosty and foggy weather, which I do not like. The other night the cold shriveled me up so, that when I got home I thought I was my own child!

However, I hope we shall have a merry Christmas. I mean to come in my most ticklesome waistcoat, and to laugh till I grow fat, or at least streaky. There will be doings! And then such good things to eat; but pray, pray, pray, mind they don't boil the baby by mistake for a *plump* pudding instead of a *plum* one.

Give my love to every one, from yourself down to Willy, with which and a kiss, I remain, up hill and down dale,

Your affectionate lover,

Thomas Hood

Today you may imagine that you are in some place which you have visited, or about which you know something. You might go to a ball game, to a party, to a museum, or to a park. On the way you might pass an interesting toy shop, see some children playing with a goat cart, or you might ride in a goat cart yourself. Write a short letter to a friend of about your own age, and then write one to a child six or seven years old. Try to interest both children. Use a class period and a study period also, if necessary.

When the letters are read in class, decide from the

nature of each whether it was written to a comrade of the writer's age or to a younger child.

Exchange letters and see if you can find any mistakes overlooked by the writer of the letters you have. Are your eyes becoming well trained?

17. WRITING A BUSINESS LETTER

19 Larchmont Avenue
Philadelphia, Pa.
May 16, 1922

World Book Company
Yonkers, New York

Gentlemen:

Please send me a copy of "The White Indian Boy." I am inclosing a postal money order for one dollar and forty cents ($1.40) in payment.

Very truly yours,
William B. Sims

Read the letter above. Is it a friendly letter? Was it necessary for the writer of the letter to be acquainted with the members of the World Book Company? Why did he write to them? We call a letter of this sort a *business letter*. Why?

Compare the heading of the business letter with that of a social or friendly letter. Is it written in the same way? Explain all punctuation in the heading.

What part do you find in the business letter that is not used in a friendly letter? The address is written exactly as it will appear on the envelope, except that

on the envelope the name of the state will be on a line by itself. Why?

The word *Company* shows that more than one man is interested in the business. For this reason the salutation is *Gentlemen*. When writing to one man, *Dear Sir* would be used. A business letter to a woman would use the salutation *Dear Madam*. Notice the mark that is used after the salutation. It is called a *colon* and is always used instead of a comma in a business letter. Some people use the colon even in friendly letters, but the comma is more generally used.

Now look at the body of the letter. Was any effort made to write an interesting letter? Why not?

Notice that the letter states the business in the shortest form that is perfectly clear. Why is the amount of the money order sent written in both words and figures?

What is the complimentary close? What mark follows it? Is a comma used in the same way in a friendly letter? Why should the signature be written very plainly?

Writing a Class Letter

Write a class letter in which you order from World Book Company a copy of "Sunshine Lands of Europe." The price of the book is one dollar. Ask for a catalogue giving the titles and prices of other books about foreign lands.

The letter will be written on the blackboard. Give

a reason for every capital letter, for every abbreviation used, and every mark of punctuation. Copy the letter as seat work. Get it *exactly right.*

PRACTICE IN WRITING BUSINESS LETTERS

Write a business letter in which you order from a firm that you know something that you would very much like to have. Say everything that is necessary to make your order perfectly clear.

Compare your letter with the model on page 176. When your teacher has approved the letter, copy it into the "Compositions" section of your notebook. Look at it whenever you write a business letter. Write also the address as it would appear on the envelope. See page 325. Do not forget the return address in the upper left corner. This is particularly important in a business letter. Why?

18. PRONUNCIATION DRILL

Review the list of words on page 328. Pronounce each word distinctly, and use it in a sentence.

Copy into your notebook any words that you still mispronounce, and pronounce them correctly over and over again. Select ten of these words to use for the last two minutes of your daily drills.

19. DAILY DRILL EXERCISE

CORRECT USE OF *Leave* AND *Let*, *Bring* AND *Take*

Are you still collecting the errors that you make yourself or that you hear made? Do not forget this,

for you will in this way find out what correct-usage drills you need.

The words of the following pairs are sometimes confused:

leave and *let*
bring and *take*

"Ned," said Mrs. Osgood one morning, "please bring home your language notebook today."

"All right, mother," answered Ned, "but sometimes the teacher does not let us take them home. We leave them for her to examine."

Notice that Mrs. Osgood asked Ned to *bring* home the notebook. If he did this, he would *take* the notebook from school and *bring* it to his mother. If the teacher *lets* him take it home, he will not *leave* it at school.

Study the story in class until you fully understand the way in which the words are used. Give each other directions such as, "Take this book to the table and leave it there." The child who performs the act states what he did. "I took the book to the table, and I left it there." Fill the blanks in the following sentences with *leave, let, bring,* or *take:*

1. May I —— home my reader?
2. Yes, but do not —— it at home.
3. Be sure to —— it back tomorrow.
4. In that case, I will —— you take it home again.
5. Please —— this parcel to the post office.
6. —— back ten two-cent stamps.

7. Do not —— anything delay you.
8. You may —— the stamps on my desk.

If these words are not always correctly used in your class, read the sentences in your daily drills for three minutes. For the last two minutes, have the pronunciation drill.

20. STORY-TELLING

For three days you may tell short stories in class. Be sure to think in clear sentences, tell facts in their right order, and waste no sentences at the beginning. Review Lesson 104, page 138.

First day: Tell an interesting story about something that happened on your first day at school, the first automobile ride you remember, your first music lesson, your first party, or some other *first* experience.

Second day: Tell how to do some kind of work that you do at home, not perhaps because you enjoy the work itself, but because you like to be helpful.

Third day: Tell a story of gathering nuts, helping to harvest vegetables or fruits, helping preserve fruit, or some other autumn activity.

The class will criticize the stories. Find out to what in oral story-telling you need to give most attention. In what respects have you improved since the beginning of the year?

Remember that it is not always the pupil who tells the best story and tells it in the best way who is doing the best work. *Steady improvement is the test of satisfactory work.*

21. WRITTEN LESSON

Write a paragraph about some interesting fact you have learned in another class. Do not forget the steps in preparing a lesson: *Read and think, plan, do, test.*

In class, read the paragraphs, and select at least one to be improved.

22. STUDY OF POEMS

THE PUMPKIN

O,— fruit loved of boyhood!— the old days recalling,
When wood-grapes were purpling and brown nuts were falling!
When wild, ugly faces we carved in its skin,
Glaring out through the dark with a candle within!
When we laughed round the corn-heap, with hearts all in tune,
Our chair a broad pumpkin,— our lantern a moon,
Telling tales of the fairy who traveled like steam,
In a pumpkin-shell coach, with two rats for a team!

JOHN G. WHITTIER

Read the stanza. Do you see the pictures of his boyhood days that the poet is recalling? What is meant by *purpling? glaring?* Make a sketch of such a jack-o'-lantern as Whittier describes. What fairy story is referred to in the last two lines?

OCTOBER

My ornaments are fruits; my garments leaves,
Woven like cloth of gold, and crimson dyed;
I do not boast the harvesting of sheaves,
O'er orchards and o'er vineyards I preside.

HENRY W. LONGFELLOW

Read the stanza. Which month is speaking? What colors do you see in the picture? What fruits? What month *does* boast the harvesting of sheaves in your part of the country?

Learn one of these stanzas and write it in your notebook from memory. Do you remember how Daniel Webster gained his large vocabulary — that is, his large stock of words? Tell the story.

A Hallowe'en Party

Plan for a Hallowe'en party in an English period or for Friday afternoon. Each pupil may be prepared to entertain in some way. You might draw on the blackboard a jack-o'-lantern and tell clearly how it was made, tell about some Hallowe'en trick, tell a short fairy story, or make a poster with an appropriate rhyme.

23. FORMING LANGUAGE TEAMS

Should you like to have a little friendly competition among yourselves?

With the help of your teacher, divide the class into teams of six or eight pupils each. The teams should be as evenly matched as possible, and each team should include both boys and girls.

Select team captains by vote. You will naturally select girls and boys who are ready to take the lead in what they undertake.

You will have contests, you will try to help your team to improve very rapidly, and you will find that in helping others in the right way you are helping

yourself also. The team captains will keep the scores, collect the notebooks for the teacher when she wishes them, see that they are distributed again, appoint committees when needed, and do other things that you will discover as time goes on.

Each team should select a name by vote. Here are some, but you will think of others: *The Invincibles*, *The Never-Give-Ups*, *The Over-the-Tops*, *The Busy Bees*.

Discuss the following matters, and plan for doing what is necessary: making badges of different colors for the teams; preparing a place for keeping the scores; and deciding how many points, 100, 200, or 250, the winning team must score. Perhaps you will also wish to decide how often you will elect a new captain, and how the winning team each month shall be rewarded.

Language Game — Relay Race

Some one may tell how the relay race was played as a language game last year. See page 144, if necessary.

Play the game today. Each team will form one of the lines. Decide how many points the winning team shall receive.

24. A STORY TO REPRODUCE

The Honest Farmer

A troop of cavalry once went to a lonely valley to forage. Seeing a small cottage, the Captain knocked at the door. It was opened by an old man leaning on a staff.

"Father," said the Captain, "show me a field where my troops may forage."

Without a word, the old man led the way. They soon

reached a fine field of barley. "This is exactly what we need," exclaimed the Captain.

"Wait a little," said the guide. "Follow me a bit farther."

Half a mile farther on, they reached a second field of barley. The troops alighted, cut the grain, bound it into bundles, and rode off.

Turning to the old man, the Captain said, "You have given yourself and us much needless trouble. The first field was quite as good as this one."

"Yes," replied the old farmer, "but it was not my field."

Read the story silently. What words are used in this story to avoid repeating *old man* too often? What other word is used for barley? Use each of the following words in an original sentence: *cavalry*, *forage*, *alighted*, *needless*. Find a sentence that contains a series of groups of words. Explain the punctuation.

Read the story aloud. Close your books and tell it as well as you possibly can. One pupil from each team may try. Which told the story most naturally? Which used the best language? The winning team scores five points.

Select two words to add to your notebook list. Use each in an original sentence.

Tell the story at home, and be ready at any time to tell it in school.

25. WRITING STORIES FROM PROVERBS

What is a fable? Short sayings like the following are called *proverbs*. Like fables, they teach some important lesson.

1. Where there's a will, there's a way.
2. Take care of the pennies, and the dimes will take care of themselves.
3. It is better to feed one cat than many mice.
4. An ounce of prevention is worth a pound of cure.
5. A stitch in time saves nine.

Discuss the meaning of the proverbs. Each pupil may select one and write a story to illustrate it. Here is a story to start off with:

WHY GRANDFATHER CHANGED HIS MIND

It is not a pleasant thing to say, but grandfather was rather stingy. Although we were troubled with mice, he would not keep a cat. He was fond of saying, "Cats don't earn their salt."

Since the mice were not molested, they grew very bold. The night before Thanksgiving, they managed for the first time to get into the pantry. By morning only some very mussy-looking crumbs remained to tell of the pies and cakes grandmother had made for our Thanksgiving feast. Then grandfather said, "It is better to feed one cat than many mice."

26. PREPARING CORRECT-USAGE DRILLS

By this time you have probably collected enough English mistakes to indicate which ones should first be attacked, and the box may be opened. Each captain should appoint one teller. The tellers will sort the slips of paper, count the number of times each error was made, and write the result on the blackboard. The errors that occurred most frequently should come first.

Select as many errors from the head of the list as there are teams. Each team captain will be responsible for securing from his team eight good sentences containing the correct form of one of these errors. When the sentences have been approved by the teacher, the best writer in the team having the error most frequently made may write the sentences on the blackboard. The entire class will copy them into the "Correct Usage" section of the notebooks.

Use these sentences in your five-minute drills for a week. At the end of the week copy the second set of sentences in the same way, and use them in the drills. When all have been used, select other errors from the list, and proceed in the same way.

The purpose of these drills is to carry on to a finish the fight against common errors. After a week's drill on any of these sentences, a team should forfeit one or more points whenever one of its members is heard to use the incorrect form.

In a certain school where the children are so happy that they do not realize how hard they are working, particularly good work is rewarded by permission to visit another grade. Unless you think of something you had rather do, perhaps your teacher will allow the team that is not fined in two weeks to make such a visit.

27. STORY-TELLING

Many birds winter in Central Park in New York City, and there is a great demand for comfortable

quarters for them. For this reason a troop of girl scouts while in camp one summer made many bird houses. These were given to the park officials, who had them put in the trees. They were immediately occupied.

Study the picture and then do two things: describe it and tell a story about it.

Describing the Picture

The artist had a definite aim in drawing the picture. How did he tell you that the scene represents a park? When you describe the picture, it will not be necessary to say much about the background. Probably all your hearers know what a park is, and when you use the word they will see trees and lawns in their minds.

Describe the scene for which the park furnishes the background. In other words, make a clear word picture of the scene. Use exact language and stick to your point.

Telling Stories about the Picture

In telling the story, you will give the meaning of the picture. You will tell not only what you actually see with your eyes, but what you see in your minds.

Think out two class stories. The park official may be the speaker in one, and a girl scout in the other.

In building up these class stories, do not be satisfied until a thought has been expressed in the best words you have at command.

Writing Stories

As seat work, write in your notebook a story told either by the officer or by one of the girls. Use at least one direct quotation. Review Lesson 43, page 61.

Criticizing the Stories

In class, exchange notebooks. Read the story given to you and ask yourself these questions:

Did the writer stick to the point?
Is the story told in clear sentences?
Are there any unnecessary beginning sentences?
Are there any mistakes in the use of capitals, punctuation marks, indention, margins, and date?

If your book is returned to you with errors marked that you did not discover yourself, give special attention to training your eyes.

Are you remembering to read often the directions for study on page 153? What shall you review in preparing for the next lesson?

28. WRITING A BUSINESS LETTER

Our government considers the protection of bird life so important that it has published a pamphlet telling how to make bird houses. You will surely wish to follow the good example set by the girl scouts, and it will therefore be a good plan to send for one of these publications. What kind of letter will it be necessary to write?

The pamphlet is Farm Bulletin No. 609. Its title is "Bird Houses and How to Build Them." No charge is made for it.

You probably know that there are at Washington several departments, each of which takes charge of certain matters. The Department of Agriculture is one of these, and its Division of Publications issues the bird pamphlet.

Here is a letter written to the same department, but for a different publication. You also may wish to send for a catalogue, as there are probably other pamphlets that you would like to secure.

Notice the salutation, "Sirs." This salutation is always used in writing to a government department. In a letter to a government official, the salutation "Sir" is used. The complimentary close "Respectfully" is used in both cases.

1417 Fuller Avenue
Los Angeles, California
November 15, 1922

Division of Publications
Department of Agriculture
Washington, D.C.

Sirs:

Please send me a copy of Farm Bulletin No. 1019, entitled "Straining Milk." I should like also a copy of your latest catalogue of publications.

Respectfully,
Frank B. Thomas

Use your school address in the heading if mail is delivered at the school. Otherwise, use your home address. One of the best letters will be sent, and the writer will have the pleasure of receiving the reply. How many points should the team to which this pupil belongs receive? How many points for his team should every pupil who had no mistakes receive?

Plan as you did last year for buying stationery and stamps for the real letters you write in school.

What new lesson regarding friendly letters has this chapter taught you? What other kind of letter have you learned to write?

Remember that you have permission to refer to models whenever you write a letter. You should avoid making mistakes by using every help that you have. If you do this, you will form no bad habits which later must be broken.

CHAPTER THREE

Learning How Words Work: Nouns

29. WORDS AS WORKERS

Have you ever noticed how carpenters, masons, plumbers, painters, and electricians all help build a house? Each man has his own particular kind of work to do, but the work of several at least is needed to make a complete house.

In very much the same way, different classes of words are needed in building sentences. Each word has its own special work to do, but two or more must work together in expressing a thought.

Give the subject and the predicate of the following sentence:

Many beautiful trees grow in the park.

See how many of the words can be dropped without destroying the subject. Drop *many*. Is what remains a sentence? Prove your answer. Drop *beautiful* and test in the same way. If *trees* were dropped, would the sentence have a subject? Then *trees* must remain.

Think now of the predicate words. If *grow* were dropped, would anything be stated about the trees? Then *grow* also must remain. Drop *in the park*. Does a sentence remain? What is the subject of the sentence? the predicate?

Unless we think, we have nothing to say. But when we think, we must think *about* something. And

if we wish to talk or write about these things, they must have names. These names are called *nouns*. What is the noun in the sentence *Trees grow?*

You have seen that every sentence must have at least one word in the subject and one in the predicate. The predicate word that cannot be spared is called a *verb*. You will study verbs later.

You will be interested in learning how many kinds of word-workers there are. Here is a sentence that contains them all:

Hark! the lark flies gayly over the meadow and sings his merry song.

Write this sentence in your notebooks, and as you learn what kind of work each word does, underline the word and put the initial of its name over it.

Find all the nouns in the sentence — that is, find all the names of things. Underline them and put an *n* over each. As you learn what work the other words do, you will mark them in turn.

Turn back to page 183 and find all the nouns in the first two paragraphs of "The Honest Farmer."

A noun is the name of anything that we can think or speak about.

SEAT WORK

For seat work, make a list of all the nouns in your last notebook composition. Use three of the nouns in short sentences. Underline the predicate of each sentence.

30. LANGUAGE GAME

Matching Nouns

Combine teams to make two. The first child on one side names a noun and the first on the opposite side immediately gives another noun for what was mentioned. For instance, if *chair* is given, the response would be *furniture;* for *George Washington, President;* for *kite, toy;* for *dress, clothing;* and so on.

After responding, the first pupil on the second side names another object, the second child on the first team responds, and so on. If a pupil fails to respond, or is not ready with a noun, he goes to his seat and his team is fined one point.

The interest of the game depends on having in mind plenty of things that are not too common. It is allowable to have a list prepared before the game, if you simply peep at it occasionally.

Play the game rapidly. One pupil will keep the score.

31. STUDY OF A TRUE STORY

A Friend in Need

An American soldier in France was digging in the soft earth where a rain of shells had destroyed the trench. The boy's face was cut and bleeding. His hands and arms were caked with mud, and one eye was nearly closed.

"Get back to the dugout!" shouted an officer, as he seized the soldier by the shoulder.

"I can't leave my pal," said the soldier. "He's buried where the trench caved in." Then he wrenched himself free, and again began to dig with frantic haste.

"You can't get him out; get under cover and save your own life," ordered the officer.

But the boy would not go. "I can't leave him," he repeated doggedly.

Not long after, he drew his friend, still living, from under the earth that had covered him, and fell unconscious at his side. Later, both soldiers managed to crawl to the dugout.

The next day, in the hospital, a nurse asked the rescued man about the battle in which he had been wounded. But he could recall little about the awful conflict. He remembered only that when he recovered consciousness, his friend was beside him.

"My pal stuck by me," he whispered feebly. "That's the kind of bunkie to have!"

Adapted from a newspaper story

Read the story. What do the following words mean: *wrenched, frantic, doggedly, rescued, conflict, recovered consciousness?*

Tell the story in class, and then tell it at home. Perhaps your teacher will allow you for a few mornings to tell true hero stories at opening exercises.

Seat Work

Make a list of ten nouns from the story in the last lesson. Copy one sentence containing an undivided quotation. Copy one containing a divided quotation. Make a list of all contractions, and write after each the words for which it stands. Copy a sentence containing a noun that denotes possession.

Write in your notebook original sentences containing the words *frantic, rescued, recovered.*

Why It Is Necessary to Study Nouns

You are studying nouns only to help you to avoid mistakes in using them. The common mistakes are concerned with the use of capitals and with spelling. For this reason they occur in written work rather than in oral.

For a week your language periods will be used to teach you to write nouns correctly. During that time your teacher will give special attention to your oral language in all other subjects. You will criticize the recitations of your classmates just as you are in the habit of criticizing their work in language periods.

At the end of the week your teacher will tell you if your improvement in language is satisfactory. If it is, you will earn five points for your team.

32. PROPER AND COMMON NOUNS

Turn to Section XI, page 320, and find the rules for using capitals when writing nouns. These nouns are written with capitals because they are the names of particular persons or things.

You and your classmates are all *pupils*. We call *pupils* a *common noun* because it is a name that belongs to you all. Your own particular name is a *proper noun*.

Give the common noun for each of the following groups of proper nouns:

1. Chicago, Philadelphia, Savannah, Richmond.
2. John, Frank, Will, Roger.
3. Mary, Edith, Dorothy, Elizabeth.

4. Sunday, Monday, Tuesday.
5. January, July, December.
6. Connecticut, Delaware, Colorado, Texas.

A common noun is a name that applies to a group or class of persons or things.

A proper noun is a name that applies to a particular person, place, or thing.

Make one rule for the use of capitals that will take the place of all the rules you selected at the beginning of this lesson.

Other Proper Nouns

Other proper nouns are as follows:

The names of members of political parties; as, Republican, Democrat.

The names of religious bodies; as, Congregational, Methodist, Catholic.

The names of particular buildings; as, Court House, Independence Hall, Metropolitan Museum.

33. COPYING AND DICTATION

Review Abbreviations. Study the following paragraph carefully. Copy it accurately, and be prepared to give a reason for the use of every capital and mark of punctuation. Explain the abbreviations.

Your teacher will then dictate a similar paragraph that you have not seen.

Dr. Smith, father, and I left New York on Wednesday, June 25, at 10 a.m. We reached Chicago on Thursday at 2 p.m. After driving about the city, we went to the University of Chicago to see Prof. E. I. White. He took us to

Hull House. Were you ever there? We met Miss Jane Addams, visited the gymnasium, and saw many foreign children having a glorious time. In the evening we dined with Mr. and Mrs. Trask. Early on the following morning we took a Santa Fé train for the Pacific Coast.

34. SINGULAR AND PLURAL NOUNS

Read these words: *One doll, five dolls.* How many forms of the word *doll* are used? Which form means only one? Which form means more than one? The form meaning one is said to be in the *singular number*, and that meaning more than one in the *plural number.* How was the plural form of *doll* made?

If all nouns added an *s* to the singular number to form the plural number, there would be little trouble. But as many nouns form their plurals in irregular ways, you will here have a spelling lesson.

Spelling Lesson

The plural nouns most often misspelled belong to three groups:

1. Nouns ending in *y*.

Sing.	*Plur.*	*Sing.*	*Plur.*
chimney	chimneys	lady	ladies
valley	valleys	city	cities
turkey	turkeys	country	countries
monkey	monkeys	berry	berries

Tell exactly what changes were made in forming the plurals of the second group. Is the *y* in the singular form preceded by a vowel or by a consonant?

Nouns ending in *y* after a consonant change *y* to *i* and add *es*. Nouns ending in *y* after a vowel add *s*.

2. Nouns ending in *f* or *fe*.

Sing.	*Plur.*	*Sing.*	*Plur.*
leaf	leaves	knife	knives
loaf	loaves	wife	wives
thief	thieves	life	lives
shelf	shelves	gulf	gulfs
calf	calves	hoof	hoofs
half	halves	roof	roofs

Tell exactly what change was made in each singular noun to form the plural. There is no reliable rule for forming these plurals.

3. Nouns ending in *o*.

Here again there is no reliable rule. The most common words add *es* to form the plural. It may help you to remember that the words in this lesson which add only *s* all suggest music.

Sing.	*Plur.*	*Sing.*	*Plur.*
hero	heroes	zero	zeroes
tomato	tomatoes	piano	pianos
potato	potatoes	solo	solos
cargo	cargoes	alto	altos
echo	echoes	soprano	sopranos

Learn to spell all the words in this lesson. Write in your notebooks any that you think may give you special trouble, and master them once for all.

35. THE POSSESSIVE FORMS OF NOUNS

Explain the use of the apostrophe in the following sentences:

Father's automobile stood at the curb.
The boy's hat was blown off.

If the wind had taken off the hats of several boys, you would write the sentence in this way:

The boys' hats were blown off.

You are speaking of several boys, and would therefore use the word *boys*. Since there already is an *s* at the end of the word, it is not necessary to add another. Suppose that the hats of several men had blown off. *Men* means more than one, although it does not end in *s*. Therefore both the apostrophe and *s* are added:

The men's hats were blown off.

These are the rules:

An apostrophe and *s* are added to singular nouns and to plural nouns not ending in *s* to denote possession.

An apostrophe is added to plural nouns ending in *s* to denote possession.

Use the possessive forms of the following nouns in written sentences: *children*, *moon*, *ladies*, *lady*, *Dick*, *hens*, *hen*, *girls*.

36. CONVERSATION LESSON

Politeness

The Olympic games referred to in the following anecdote were contests of skill held in the olden times at Olympia in Greece.

In far-away Greece, an old man once went to see the Olympic games. Not able to find a vacant seat, he wandered on and on. No one paid the slightest attention to him until he reached the place where the Spartans were sitting. All the boys and young men immediately leaped to their feet and offered their seats to the aged stranger. Thereupon the people far and near clapped their hands. The old man said sadly, "The Greeks all know what is good, but only the Spartans practice it."

Do you see the picture clearly? Tell the story, using the words of the book instead of those in italics: *empty* seats, *walked* on and on, *jumped* to their feet, *old* stranger, only the Spartans *do* it.

Discuss with your teacher the many ways in which girls and boys, whether at home, at school, in public places, or on the street, can show respect to those who are older.

Write in your notebooks original sentences containing these words: *vacant*, *leaped*, *practice*. Underline the subject of each.

37. WRITTEN COMPOSITION

Write a paragraph explaining clearly one of the following:

How ice is cut and stored
How to sweep a room
How to dust a room
How to pack apples for shipping
How the dampers of a stove work
Why postage stamps are used
Why a return address is written on an envelope

Answer these questions after each composition is read:

Did the writer use clear sentences?
Did he give the steps in their right order?
Did he stick to the point?
Did he use exact language?
Was the explanation perfectly clear?

For seat work, exchange compositions and see if you can find any mistakes that the writer overlooked. Mark all the nouns in the composition by placing an *n* over them.

38. STUDY OF A STORY

The Pet of the Camp

Billy was the pet of the camp. The first time I saw him, he was eating his breakfast out of a trough made of a sardine box. Though a month old, he was only seven inches high, but very chubby. He was covered with a thick coat of reddish bristles which were so long on his shoulders that they resembled a mane. Billy's grunt was like the bass note of an accordion. Taken all in all, he was the drollest pig I ever saw.

Billy was allowed to go wherever he pleased, but his own special quarters were in a soap box. A swinging door kept out the cold and allowed him to go in and out at pleasure.

Every morning the officer of the day would call at Billy's house and inquire, "Billy, have you had your rations this morning?" And Billy's invariable response would be, "OO-we!" which is pretty good French for "Yes."

When going his rounds at midnight, the officer would tap on Billy's box. A melodious grunt immediately responded,

as if saying "All's well!" Then the officer would say to his sergeant, "Billy is snug in his quarters; I wish I were in mine."

Selected

Read the story. Do you see the pet clearly in your mind? Describe him from memory. What word gives the first hint that the pet was a pig?

Describe the pig's house. Tell the story of his morning response to the officer of the day. Who can give the French word for "Yes"? Does it resemble "OO-ee"? Describe the exchange of greetings at midnight.

Name all the nouns in the first paragraph. Give another word or expression for the following: *resembled, drollest, inquire, rations, melodious, responded.* Select several words to add to your vocabulary. Write them in the "Word Study" section of your notebooks, using each in an original sentence.

Paragraph Study

How many paragraphs does the story of "The Pet of the Camp" contain? What does the first tell about? the second? the third? the fourth? Did the author put into each paragraph all that he had to say about a certain part of the story?

When he was planning his story, he decided what he would tell about first, what next, what next, and what last of all. Probably he jotted down topics like the following to guide him:

Description of Billy
Billy's house
The morning exchange of greetings
The midnight exchange of greetings

This outline, as it is called, determined how many paragraphs he should use. He had a story to tell, and every sentence in the story was to be related to every other sentence. But the sentences that were *most closely* related to each other were put into separate paragraphs. Each paragraph is like a family living in an apartment. The entire story is like a number of families all related to each other, but each living in its own apartment under a single roof.

Four pupils may tell the story once more, each taking one topic of the outline.

39. PARAGRAPH STUDY

The peasants of the Apennines are herdsmen rather than farmers. Although they cultivate a little corn, most of their meal for man and beast is obtained from the chestnut trees which stand thick along the hillsides.

Chestnut gathering is the real harvest of the mountaineer, and it is a busy time. About the middle of October, old and young troop off to the woods, where the glossy brown nuts are falling before the autumn winds. The woods ring with jokes and laughter as the nimble fingers fill the big sacks.

At night the tired but still merry harvesters slowly wind their way down the slopes to their homes. Every house has its drying room, where the chestnuts are heaped on a wooden framework over a wood fire. Here they remain for

three days and nights. At the end of that time, the outer husks are as black as coal, but the kernels are sweet and white and hard.

When the nuts have been husked, the kernels are ground in a mill, and the meal is packed away in a massive press. In a short time it becomes almost as hard as stone, and on baking day the housewife chops off with a hatchet the portion she needs.

Selected

Read the selection. Suggest appropriate titles for it.

How many paragraphs are there? Make an outline, stating the topic of each paragraph. Read the outlines, and select one of the best to write on the blackboard. Using this as a guide, four pupils may recite from the topics, each taking one.

Your teacher will assign two or three short paragraphs from your geography for seat work. Study them as you studied this lesson, and in your geography period be ready to recite from your topics. Use your own words, but remember always to select from the book a few words which you have not been accustomed to use.

How does preparing an outline of a lesson help you to understand the lesson? How does the outline help you in reciting?

40. CORRECT-USAGE DRILLS

You are, of course, keeping up your daily five-minute drills. Continue to use for the first three minutes the sentences prepared by the different teams. For two

minutes each day, review the drills of last year. How shall you find them?

Use one of these drills for three or four days and then take the next one. Follow this plan until you have reviewed them all.

You should also use the "Correct Usage" section of your notebooks for fighting your own bad habits of speech. Select three mistakes that you sometimes make and write for each five sentences containing the correct form. Read these sentences over and over again.

Are you remembering to fine the teams whose members are heard to use incorrect words that you have been trying to banish?

41. STUDY OF A POEM

PASS IT ALONG!

Have you had a good word from another good fellow?
Then pass it along!
If you keep it concealed 'twill get faded and yellow,
So pass it along.
If another one says "Merry Christmas" to you,
To another your own "Merry Christmas" is due,
And the Christmas good wish may go all the town through,
If you pass it along!

Have you heard a good thing about some one or other?
Then pass it along!
If it adds to the fame of a sister or brother,
Just pass it along!
Don't you keep under cover the good that you hear,

Bring it out where 'twill add to the sum of good cheer,—
And especially so at this time of the year,
You should pass it along!

Does this message of mine thrill you even a trifle?
Then pass it along!
'Twould be wrong any urging of Christmas to stifle,
So pass it along!
As I send it, 'tis feeble enough I admit,
But each heart that is reached will enrich it a bit,
'Twill get something from each both of worth and of wit,
As you pass it along!

DENIS A. MC CARTHY

Read the poem silently. What do the following words mean: *concealed*, *trifle*, *urging*, *stifle*, *admit?* If you cannot get the meaning from the way in which the words are used, consult the dictionary.

Now read the poem aloud in such a way that your voice will help bring out its meaning.

What do you like about the poem? Shall you try to pass along some "good word" that you have received?

42. WRITTEN COMPOSITION

Select one of the following topics and write an interesting story about it. Have a point and stick to it. Use one paragraph only.

The First Christmas I Remember
Hanging Up My Stocking at Christmas
How I Found Out Who Santa Claus Was

Trimming a Christmas Tree
The Community Christmas Tree
Getting a Tree in the Woods

43. TELLING STORIES FROM A PICTURE

Read the picture on the opposite page and find the story it tells. Tell a class story about it. You may plan for three short paragraphs. The first might tell how you learned about the aged people's need, the second how you planned the Christmas surprise for them, and the third how you carried out your plan. There are other ways, however, of telling the story, and you may choose one for yourselves.

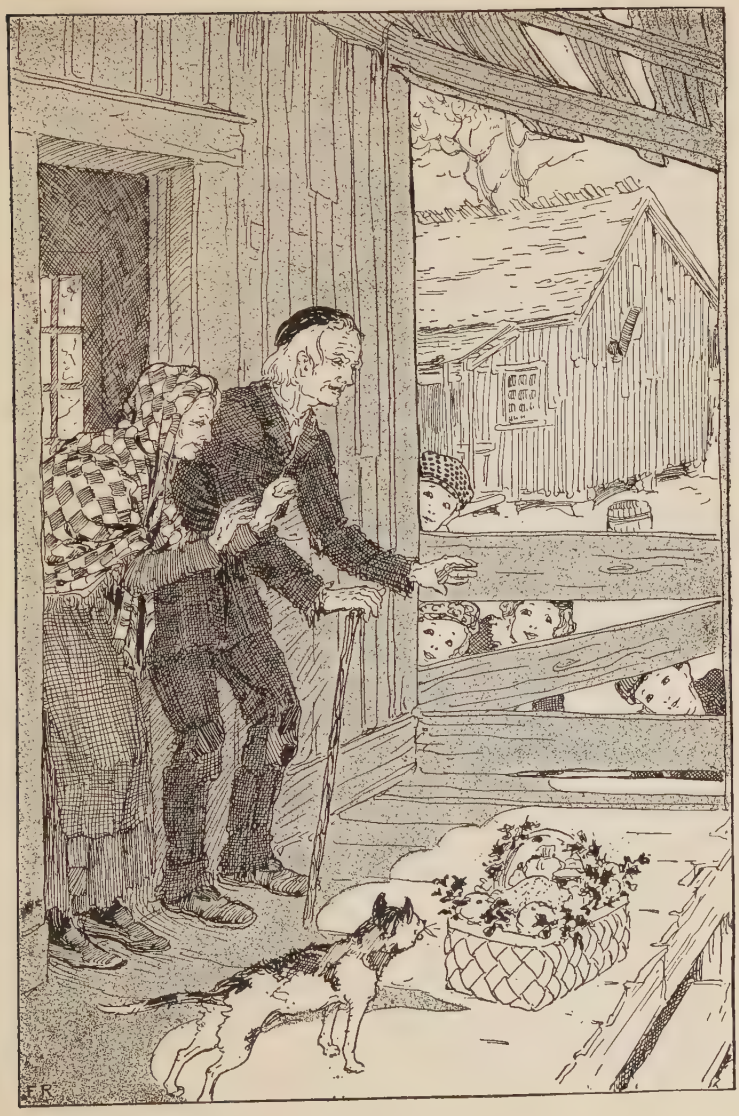
Write on the blackboard the three topics you select for your outline. Three children may tell the story, each giving one paragraph. Several sets of pupils may follow, each set trying to make the story more interesting.

44. LETTER WRITING

Write letters to the absent children. They will be interested in hearing about your Christmas program, or about interesting things you have done at school in connection with any of your lessons. If amusing things have happened, be sure to include those.

45. DICTATION LESSON

The morning of December 25, 1920, was crisp and clear. The choir of St. Andrew's Church sang carols under our windows. Their sweet voices in the open air made silvery



music. I shall never hear "Holy Night" sung without thinking of that Christmas day.

After the paragraph has been dictated, make an *n* over every noun. When in doubt, ask yourself these questions: Is this the name of something I can think and speak about? Can I state something about it?

46. LANGUAGE PROBLEMS

Oral

1. Give the subjects and the predicates of the following sentences, and then select the nouns:

Our flag has thirteen stripes.
Christmas is the merriest holiday of the year.
Into the valley of death rode the six hundred.

2. Explain the use of all capitals and punctuation marks in the following paragraph:

"Yes, we were warm friends," said Whittier of Longfellow. "He was a delightful man and a great poet. Hawthorne, Emerson, Longfellow, and I were always friends. There were no jealousies among us. Each took pride in the work and success of the others."

Written

1. Select and write correctly the groups of words that are not sentences:

The steamer plowed its way through heavy seas.
Boys and girls thronged the streets they were on their way to school.
I cannot sit on that bench it is too high.

2. Write the plural form of *city*, *potato*, *knife*, *piano*, *chimney*, *house*, *hoof*.

3. Write sentences containing the possessive form of *boys*, *children*, *uncle*. Underline the predicate of each.

4. There are eight mistakes in the following paragraph. Find them all and write the paragraph correctly:

Dr Blue lives next door to us he is very jolly. He is to old-fashioned to drive an automobile. When his horses hear a machine coming, they toss there heads. I think they want to say "you are very smart, aren't you"

Each pupil who has perfect written work should receive several points for his team. How many?

In what ways have you improved since the beginning of the year?

CHAPTER FOUR

Words That Act as Substitutes for Nouns

47. PRONOUNS

When for any reason your teacher is absent from school, another teacher takes her place. Have you ever heard this teacher called a *substitute?* A substitute is a person who takes the place of another person.

Today you will learn about words that act as substitutes for other words. Read the following paragraph and you will easily discover why it is a good plan sometimes to use substitutes for certain words:

Bob ran pell-mell down the street. Bob dropped Bob's books and the wind took off Bob's hat. Bob met Ned, and Bob and Ned chased the hat. Bob and Ned sprinted for a block, and finally Bob and Ned cornered the whirling headgear.

What is the trouble with the paragraph? Read it in an improved form. What words did you use to avoid repeating *Bob*, *Ned*, and *Bob and Ned?* Words that are substitutes for nouns are called *pronouns*, because it is their special business to take the place of nouns. *Pronoun* means *for a noun.*

Pronouns are troublesome words because they have so many different forms. Fill the blanks in the following paragraph with pronouns you may use instead of your name in speaking of yourself, or of yourself and

some other person. The first pronoun will be *I*. Make a list of the pronouns.

Every evening —— go to the train to meet —— father. He often brings —— something from the city. —— walk home together. Mother sometimes comes to meet ——.

How many different pronouns are on your list? Follow the same plan with the following paragraphs:

Prince was a fox terrier. —— looked gentle, but there was mischief in —— eye. Other small dogs sometimes attacked ——, but —— soon surrendered. —— ears were sure to be bitten, and nothing could induce —— to renew the combat.

One day Nellie's mother said to ——, "Will —— please bring home —— books tonight?" Nellie answered that —— would surely bring ——. Then —— kissed each other, and Nellie started for school.

The rose was beautiful. —— spread —— perfume through the house.

How many different pronouns have you on your entire list? There are a few others, but you will study them later. Find all the nouns in the last two exercises.

A pronoun is a word that takes the place of a noun.

Find the pronoun in your notebook sentence:

Hark! The bobolink flies gayly over the meadow and sings his merry song.

You have already marked the nouns. What are they? Now underline the pronoun and put a *p* over it.

48. INCORRECT USE OF PRONOUNS

You are studying pronouns now principally to avoid using wrong forms. Here are two mistakes often made in using pronouns:

1. *I* and *me* are often confused. Review Rule 10, page 314. Give sentences using *I* and *me* correctly.

2. *He* and *him* are not always rightly used. When the words are used by themselves, there is little trouble. But when used with nouns or other pronouns, there is confusion.

You would say:

I saw *him* near the cotton field.

Therefore you would say:

I saw *Frank* and *him* near the cotton field.

You would say:

He was watching the pickers at their work.

Therefore you would say:

Frank and *he* were watching the pickers at their work.

Make sentences of the same kind showing how *she* and *her* would be used.

Which of the following sentences are correct? Prove your answer. Correct the others. Each sentence refers to two persons. Think what pronouns would be used if speaking of them separately, and use the same pronouns when speaking of both together.

1. Him and me were playing ball.
2. Mother gave the silk to Bess and I.
3. Bess and me were delighted to get it.
4. Give the ball to him and Frank.
5. This plant is for you and she.
6. You and she are to work all morning.
7. Please get tickets for mother and I.

Review No. 18, page 317.

These skates are mine. Father gave them to me.

What noun do you find in the first sentence? What word takes its place in the second sentence? Then *them* is a pronoun. Why? Sometimes *them* is used with a noun, as in this sentence: "Them books are my brother's." *Those* should have been used instead of *them. Them takes the place of a noun; it is never used with a noun.*

Read the following sentences rapidly, using *them* or *those* wherever there is a blank space:

1. "See —— huge snowflakes!" cried Mary.
2. I have been watching —— for a long time.
3. —— apples are delicious.
4. Father bought —— in Vermont.
5. Who dropped —— papers on the floor?
6. Please pick —— up.
7. —— pads are too dear.
8. Are —— pads in the window any cheaper?

You are, of course, keeping up your daily drills. Find out what mistakes in the use of pronouns are made in your class, write sentences using the pronouns correctly, and read the sentences every day. Each

pupil should also write in the "Correct Usage" section of his notebook sentences containing the pronouns that he uses incorrectly. *Make it your business to correct pronoun errors!* Never omit the five-minute drills.

49. ERRORS IN WRITING PRONOUNS

The mistakes in the use of pronouns that you have been studying occur in both oral and written language. Besides these, there is a special kind of mistake that some children make when writing, because they confuse words that sound alike.

You're sure to bump your head unless you stoop.

What two words in this sentence sound alike? Which is simply a pronoun? Which is a contraction of a pronoun and another word?

It's time for the baby to have its bath.

What two words in this sentence sound alike? Which is a contraction of the pronoun *it* and the word *is?* Which is simply a pronoun? Notice that although the pronoun *its* denotes possession, it has no apostrophe. An apostrophe is never used with a pronoun to denote possession. Why is the apostrophe used in the contraction *it's?*

There are no birds in last year's nest.
The birds are now in their southern homes.
They're coming back next spring.

Read the three underlined words. Do they sound alike? You should no longer make mistakes in using

there and *their*. Which is a pronoun? What pronoun do you find in the word *they're?* What other word was combined with it?

There is one rule only that will help you to avoid the kind of mistakes you have been considering: THINK!

Give original sentences containing the following words: *it's, they're, your, their, you're, its.*

SEAT WORK

Make a list of the pronouns in the story of "The Pet of the Camp," page 202.

Write sentences using correctly *she and I, her and him, you and I, you and me, May and she, John and him, them.*

50. ORAL AND WRITTEN COMPOSITION

For three days you may use your language periods for short oral compositions. Perhaps your teacher will use for this work a little time at opening exercises, so that each pupil may speak every day.

First day: In what are you interested? Thomas Edison is reported to have said that unless girls and boys become deeply interested in some particular subject between the ages of twelve and sixteen, they are not likely ever to be so deeply interested in any one thing that they will win great success in life. Even if this is not true of all girls and boys, it is undoubtedly true of many. In what was Edison interested as a boy? Think of the one thing in which you are most

interested, and tell something about it that will interest your classmates.

SEAT WORK

Write in your notebooks the story you told in class. You may be interested in noting what the seat work is to be for the second day.

Second day: Give an incident from some book you have read outside of school since Christmas.

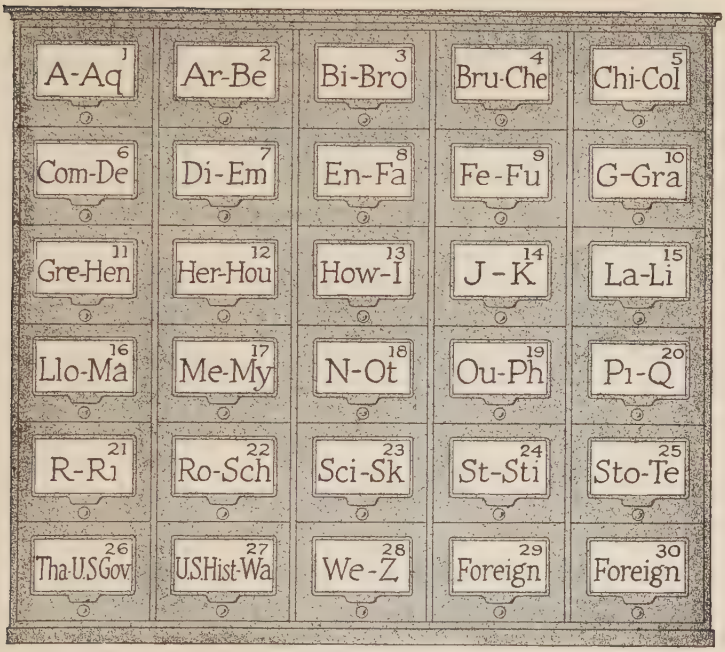
SEAT WORK

Exchange notebooks with pupils of other teams. Read the paragraphs written during the last study period, and underline any mistakes you find. Do not correct them. Each team will be fined one point for any mistake found in the story of one of its members, and an additional point if the mistake is concerned with pronouns.

Each team captain will look over the books of his team and decide how many points must be deducted from the team score. In case of disagreement, refer the matter to the teacher.

Third day: Tell an anecdote connected with the history of the part of the country in which you live.

In what ways have you improved in oral composition? Do you now always talk in clear sentences? Do you stick to the point? Do you sometimes use words that you have written in the "Word Study" section of your notebooks?



51. USING A CARD CATALOGUE

If you are deeply interested in some subject, you will wish to learn more about it. You can often gain information by finding the right books.

In learning to use a dictionary, you have also learned to use other reference books. If you have a public library, find out where the "Cyclopedia of Common Things," "The Book of Knowledge," and other books of the sort are kept.

In order that you may find books on the subject in which you are interested, learn to use the card cata-

logue at the library. The illustration on the previous page shows the case in which is kept the card catalogue of the children's books in a large city library. Notice that the drawers are numbered. In which drawer would you look for electricity? When you have found the *electricity* cards, ask the librarian how the cards help you to find the books themselves.

Discuss with your teacher other ways of using a card catalogue. In which drawer would you find the name of each author given on page 148? In which drawer would you find the title of each book? When a title begins with *A* or *The*, think of the next word when hunting for the card.

52. WRITING A BUSINESS LETTER

Are you remembering to study your lessons in an independent way? Read very often the directions on pages 153 and 154.

Using the Index, review all that you have learned about writing business letters. Tell clearly in what ways a business letter differs from a social letter.

Imagine that Christmas brought you money to subscribe for a magazine. Why will you not send the money itself to the publisher of the magazine? Who will bring a money order to school and explain how it is used?

Here is a letter subscribing to "The Youth's Companion":

36 Orchard Street
New Haven, Conn.
January 3, 1922

The Perry Mason Company
Commonwealth Ave. and St. Paul St.
Boston, Massachusetts

Gentlemen:

Please send me "The Youth's Companion" for a year, beginning with the January number. I am inclosing a money order for two dollars and fifty cents ($2.50) in payment.

Very truly yours,
Richard Webster

Order one of the following magazines, or any other that you know about:

"St. Nicholas," published by The Century Company, 353 Fourth Ave., New York City. Price, four dollars a year.

"The American Boy," published by The Sprague Publishing Company, Detroit, Michigan. Price, two dollars and fifty cents a year.

Be sure that your letter is *perfect* in every way.

Ask your parents to allow you to write simple business letters for them.

53. PRONUNCIATION DRILLS

With the help of the Index, find the pronunciation drills in last year's lessons. Copy the words and keep the papers in your language books. Repeat these

words singly and in sentences in the last two minutes of your daily drills.

54. STUDY OF TWO POEMS

You all know the story of that first voyage across the Atlantic, when the sailors became discouraged but Columbus himself did not lose hope.

Today your teacher will read you a poem called "Columbus." You will easily catch the spirit of the poem. The last two lines are as follows:

> He gained a world; he gave that world
> Its grandest lesson: "On, sail on!"
>
> JOAQUIN MILLER

You will enjoy recalling these lines whenever you think of what Columbus accomplished, and perhaps they will help you sometime when you are trying to perform a hard task.

Read the following stanza:

> It was a noble Roman
> In Rome's imperial day,
> Who heard a coward croaker,
> Before the castle say,
> "They're safe in such a fortress;
> There is no way to shake it!"
> "On — on," exclaimed the hero,
> "I'll find a way or make it!"
>
> JOHN G. SAXE

Rome's imperial day refers to the time when Rome was the center of a mighty empire. What does *coward*

croaker mean? Read the words spoken by the croaker. What was the hero's answer? Why do you think the castle was taken?

Commit both selections to memory before your next lesson.

SEAT WORK

Using the Index, find the directions for copying and review them. Copy the selections in your last lesson, and bring your papers to class. Explain the use of all capitals, apostrophes, and quotation marks. Name all nouns; all pronouns.

55. ORAL COMPOSITION

Tell stories of men or women that you have known or read about whose motto might have been "I'll find a way or make it!" or "On, sail on!" Decide what point you wish to make, and never lose sight of it. Plunge at once into your story unless an introduction is needed to make your classmates understand it.

56. IMPROVING COMPOSITIONS

Your teacher will today return to you the composition on camp life that you wrote at the beginning of the year. Rewrite it, improving it as much as you can. Be sure to date the second composition.

In class, exchange compositions. Read the two that you receive, and be ready to report clearly on the

improvement made by the writer. Suggest further improvement, if possible.

57. DESTROYING COMMON ERRORS

The Iroquois believed that quarrels were spirits of evil that could be overcome by burying them. It was the custom, therefore, for each party to a dispute to talk into a hole in the ground whatever he had to say. The earth was then returned to the hole and firmly stamped down. The men believed that the quarrel would forever remain buried unless some one dug it up and thus set free the evil spirit.

Adapted from "Legends of the Iroquois"

The children in the picture on the opposite page have not quarreled, but they have decided that bad habits of speech should be forever destroyed.

Which of the incorrect expressions they are burying are still heard in your class? Give the correct forms, and use them in sentences. Write on slips of paper any errors that you should get rid of once for all, and plan how they may be buried or otherwise destroyed. Appoint a committee to plan for the event.

How many points should a team be fined if one of its members uses an expression you have tried to destroy?

58. FABLES TO STUDY

A Cheerful View of Things

"How dismal you look!" said a bucket to his companion, as they were going to the well.

"Ah!" replied the other bucket, "I was reflecting on the

WE SEEN
HE DON'T
I DONE IT
LEARN ME
I AND NED
AIN'T
F.R.

uselessness of being filled. Let us go ever so full, we always come back empty."

"Dear me!" said the first bucket. "Now, I enjoy the thought that however empty we come, we always go away full. Only look at it in that light, and you'll be as cheerful as I am."

Read the fable. Discover the meaning of *dismal* and *reflecting* from the way in which they are used. Give another word for each.

What lesson does this fable teach? Review the story on page 142. In what respects is it like "A Cheerful View of Things"?

The Boastful Rushlight

A rushlight fell in love with its own brilliance. "My light is stronger than that of the sun, the moon, and the stars," it boasted.

Hardly had it ceased speaking when a puff of wind blew out its light. "Cease your boasting," said the owner as he relighted it. "Be content to shine in silence. Who was ever seen to relight the sun, the moon, and the stars?"

A rush is a plant whose stem contains a soft pith. This pith was formerly mixed with grease and shaped to form candles, known as rushlights.

Read the fable, letting your voice show how the owner felt when he relighted the candle.

Learn one of the fables, holding rather closely to the words of the book. Be ready to tell it at any time.

Find all pronouns in the first fable and all nouns in the second. Explain why *its* in the second selection does not contain an apostrophe.

59. CONVERSATION LESSON

Thrift

Here are thrift messages by three former Presidents of the United States. Read them and discuss their meaning.

Economy makes happy homes and sound nations.

GEORGE WASHINGTON

Teach economy. This is one of the first and highest virtues. It begins with saving money.

ABRAHAM LINCOLN

The little savings bank in the home means almost more for the future of the children of a family than all the advice in the world. It gives them the right start.

WILLIAM MC KINLEY

Which quotation asserts in another way that thrift helps make good citizens? Which one gives a hint that thrift does not *end* with saving money? How may thrift be illustrated by the way in which money is spent?

For seat work, write one of the selections from memory.

Thrift Problems

Think about these problems, and be prepared to state your answer clearly:

1. Two young men once saved five hundred dollars each. The first put his money into a savings bank and left it there. The second spent a year at a business college, paying with

the money he had saved. Was the second man less thrifty than the first? Was he necessarily more thrifty?

2. Two farmers saved a few hundred dollars each. Both owned poor land. The following spring, one man spent his entire savings for fertilizer. His crops nearly doubled in size. The other man disliked taking his money from the bank, and his crops were poor. Which was the more thrifty man, and why?

60. COPYING LESSON

THE BEST HAMMERS IN THE UNITED STATES

"I have made hammers for twenty-eight years," remarked a prominent manufacturer to a friend.

"Well, then," replied his friend, "you're surely making a pretty good hammer by this time."

"No, sir," was the answer. "I never made a pretty good hammer. I have always made the best hammer in the United States."

Study and copy the selection above. Explain the punctuation of the divided quotations. Make a *p* over all pronouns. Explain *you're.* What mark is used in *twenty-eight?* What other use of the hyphen have you learned? A word made by joining two other words is called a *compound word.* Some compound words do not require a hyphen, as *necktie, notebook, bedroom,* etc. The hyphen must always be used in writing numbers like *twenty-eight.*

On the blackboard write in words the numbers 36, 87, 92.

A hyphen separates the parts of some compound words.

61. DICTATION LESSON

Several children may write on the blackboard as the story of the hammers is dictated. When all have finished, criticize and correct the blackboard work.

62. SPELLING LESSON

COMPOUND WORDS

Compound words are formed by joining two shorter words. In some cases they are combined into a solid word, as in *whichever;* in other cases they are joined with a hyphen, as in *title-page.*

Most compound words are written solid. The hyphen should be avoided whenever possible.

airship	childlike	necktie	schooltime
anybody	classroom	nobody	something
anyway	downstairs	northeast	somewhere
anywhere	everything	northwest	southeast
armchair	farmhouse	notebook	textbook
bedroom	grasshopper	sailboat	upstairs
butterfly	halfway	schoolbook	whenever
calfskin	meantime	schoolhouse	whoever

The hyphen is always used in the following words:

school-teacher	self-respect
school-teaching	up-to-date

Sometimes two words are wrongly written as a compound word, either solid or with the hyphen. The following groups of words should not be compounded:

dining room	school children	sea level
sitting room	school district	any one
sleeping room	all right	every one
school days	car fare	some one

Learn to spell all these words. Review also the spelling lessons of last year and the words on pages 329 and 330. Then have a spelling match between the teams. How many points shall the winning team receive?

63. SENTENCE STUDY

Review all you have learned about sentence building.

You have been taught to use short sentences in the main. It often happens, however, that two or more thoughts are so closely related that they should be expressed in a single sentence.

Read the following paragraphs:

The beaver never mislays his tools. His chisels he keeps in his mouth. They are always ready to use. He cuts twigs and trees with them. With his sharp claws he digs tunnels and trenches. His broad, flat tail has a double use. It serves as a hammer in building. In swimming, it serves as a rudder.

The beaver never mislays his tools. His chisels he keeps in his mouth, where they are always ready for cutting twigs and trees. With his sharp claws he digs tunnels and trenches. His broad, flat tail serves as a hammer in building and as a rudder in swimming.

Find the places where sentences were joined. In each case try to show that the thoughts that were

combined into a single sentence really belonged together.

Read the paragraphs once more and decide which is the more pleasing. Why? Hereafter when writing compositions, try to express in one sentence thoughts that are so closely related that they should not be separated.

Rewrite the following paragraph, combining thoughts whenever it seems best to do so:

Cop was a fine watch-dog. That was why we named him "Cop." Father said he slept with one eye open. I think he kept them both open. He had very sharp ears, too. He could hear the slightest noise. The sliding of a rug would waken him. The ticking of a watch would waken him, too. Father was once offered three hundred dollars for him. He did not accept the offer. Cop was worth more than that to us.

Read your paragraphs in class and discover who did the best work.

Look over the compositions in your notebook, and rewrite one that could be improved by combining short sentences.

Are you remembering the daily drills?

64. PROBLEMS

Use two study periods for this exercise if necessary.

1. Correct all errors in the following sentences:

Try our home-made candies. There fine!
We had a visitor this morning his name is Mr. Gardner.
Haven't you no dictionary in your room?

2. Write sentences containing the following words: *their*, *your*, *you're*, *its*, *it's*.

3. Copy the following sentences, and punctuate them correctly:

Where are you going my pretty maid asked the stranger. I'm going a-milking sir she said.

4. Copy the following sentence twice. In the first, write *horses* in such a way that it will refer to one horse only. In the second, make it refer to more than one horse.

The horses hoofs struck sparks from the pavement.

5. Write in sentences the plural forms of *lady*, *country*, *monkey*, *knife*, *shelf*, *tomato*.

Draw a light line under the subject of each statement that you have written. Make a small *n* over all nouns and a small *p* over all pronouns.

What Can You Do Now?

Each pupil should answer these questions:

Can you stand before your class and tell an interesting anecdote, explain how to make something, or report something you have learned by using your eyes or by reading? Do you use clear sentences, exact language, and stick to the point?

Have you overcome some of your bad speech habits? Are your ears trained so that the common errors sound unpleasant to you?

Can you write an interesting paragraph that is correct as to the use of capitals, spelling, punctuation, and arrangement on paper?

Can you write correctly a social letter that will interest the person to whom it is written? Can you get the form exactly right?

Can you write a simple business letter, state the business in the most direct way, and make no mistake of any sort?

Does the improvement in your oral and written language show in all other school lessons and also outside of school?

CHAPTER FIVE

Words That Give Life to Sentences

65. VERBS

What is the smallest number of words that can form a statement? Some time ago you proved that the words below form a sentence. Prove it again.

Trees grow.

In a composition about trees, this sentence might have been used:

They grow.

What part of speech is *trees?* What part of speech is *they?* No matter how many words the subject of a sentence may contain, the principal word is usually either a noun or a pronoun. This principal word is called the *simple subject.* Name the simple and the complete subjects of the following sentences:

1. The huge, bird-like aëroplane rose swiftly.
2. Many useful fruits grow in our country.
3. Away flew the birds!
4. The loaded sleigh sped over the bridge.
5. A thrifty man saves time, money, and health.

To find the verb in each of these sentences, ask yourself these questions: What is the complete predicate? What word in the predicate states something about the simple subject? In the first sentence, you see at once that *aëroplane* is the simple subject and that *rose* states what the aëroplane did. Then *rose* is the predicate verb.

Find in the same way the predicate verb of the other sentences.

In all the sentences you have been studying, the verb tells what the simple subject does; that is, the verb is an action word. But not all verbs express action.

Iron is heavy.

What is the predicate of this sentence? the subject? What word in the predicate tells you that you are to connect the idea *heavy* with the word *iron?* Then *is* is a verb because it states, even though it does not express action.

Find the verbs in the following sentences. None of them express action.

Roses are my favorite flowers.
The children seem very happy this morning.
I am twelve years old today.
Grandfather's clock has a cheerful face.

Now find in your notebook the sentence that contains all the parts of speech.

Hark! the bobolink flies gayly over the meadow and sings his merry song.

What are the nouns? What is the pronoun? How many things are stated about the bobolink? There will be a verb for each fact that is stated. Find the verbs. Draw a line under each, and make a small *v* over it.

A verb is a word that tells or states something.

Testing Sentences

Turn in your notebooks to a composition written early in the year. Read it in class, sentence by sentence. All may help decide if the words read form a sentence. Test by proving that the sentence has a subject and a predicate. For the present use only statements in this practice. If you find a group of words without a verb, change it into a sentence. How?

For seat work, select from compositions in your notebooks five statements and copy them. Draw a line under the subject, and a double line under the predicate verb. Mark with the proper initials all nouns, pronouns, and verbs.

66. CORRECT USE OF VERBS

Some verbs are troublesome because they have different forms for singular and plural subjects. Which word of each of the following pairs would you use with a subject that named *one* person or thing? Which would you use with a subject that named more than one person or thing?

is, are
was, were
has, have

Give sentences containing the above verbs that are used with subjects in the singular number; with subjects in the plural number.

Are these words still misused in your class? If they are, wage war against the bad habits and conquer them. A sixth-grade pupil should never make mistakes in the use of these verbs.

Review of Common Verb Errors

Turn to Section VI, page 312, and with the help of your teacher select all exercises from the First Book that are concerned with verbs. Write the verbs on the blackboard. With the help of the Index, find the drills in this book relating to verbs, and add them to the list.

Go over the list carefully, and decide which verbs are no longer misused by your class. Cross them out.

Your teacher will divide the remaining verbs among the teams. At the end of a week each team will give to the teacher a list of eight good sentences for each verb assigned to the team.

Give special attention to the forms that need the helping verbs *has*, *have*, *was*, *were*, etc. Two verbs used together are called a *verb phrase*. *Had gone*, *was given*, *have eaten*, *were done*, are verb phrases.

Your teacher will dictate these sentences, one set at a time. Keep the papers in your language books, and use the sentences in your five-minute drills for several days. The second set of sentences will then be dictated, and so on until all have been reviewed.

Each pupil should also write in his notebook sentences containing the correct forms that he specially needs to practice.

67. SELECTING EXPRESSIVE VERBS

You now probably know enough about verbs to realize that the verb gives the sentence its life. But some verbs have more life than others of the same meaning. This is illustrated in the following paragraph taken from a sixth-grade girl's composition. In the opening paragraph, she related that with a cousin she had taken a "joy ride" in her uncle's automobile. They lost control of the machine near a lake.

It was glorious for a while, but I soon grew uneasy and then frightened. By this time we had reached the park. To my horror I saw the lake straight ahead. My cousin vainly tried to stop the car. I cried out to her, but did not finish my sentence, because at that moment a man on a bicycle dashed up. It was Uncle John. He gasped a few words to my cousin, and the car came to a stop.

What verb tells how Uncle John approached on his bicycle? Would the verb *rode* have answered as well? Explain your answer.

What verb tells how Uncle John spoke? Would *said* have answered as well? Explain your answer.

Notice that the verbs *dashed* and *gasped* not only tell what Uncle John *did*, but they also show *how he felt.* That is why they give more life to the sentences than *rode* and *said* would give. Words of this sort are said to be *expressive*, because they tell so much.

Written Composition

Write a letter describing some real or imaginary adventure, and give special attention to using expressive

verbs. Read the letters in class, and see if your classmates can suggest more expressive verbs than those you used.

68. DRILL IN SELECTING VERBS

On the dam stood Pau-Puk-Keewis;
O'er his ankles flowed the streamlet,
Spouted through the chinks below him,
Dashed upon the stones beneath him,
Spread serene and calm before him.

Read the stanza. What part of the picture does the first line give? What do the next four lines describe? What verbs in these lines show how the stream moved? Do the verbs that the poet selected help you to see how the stream flowed?

Which sentence of each of the following pairs of sentences contains the more expressive verb? Explain your answer.

1. The fish swam through the water.
   The fish darted through the water.

2. Up into the air soared the eagle.
   Up into the air flew the eagle.

3. The people crowded the public square.
   The people swarmed in the public square.

4. The dandelion seeds float on the breeze.
   The dandelion seeds fly in the breeze.

5. The swan swims over the lake.
   The swan glides over the lake.

When quoting what people say, it is easy to overwork the verb *said*. What verbs in the following selection are used to avoid repeating *said?*

"I am the prince's godmother," said the old woman in gray.

"You!" cried the elegant lady nurse.

"You!" repeated all the gentlemen in waiting.

"You!" echoed the heralds and pages.

Adapted from "The Little Lame Prince"

69. WORD PICTURES FROM THE POETS

THE SHEEP IN THE SKY

Across the sky, as white as snow,
See how the flocks of cloud-sheep go!
Who is it drives them? Whither are
They bent that race so fast and far?

It is the wind that shepherds them;
In meads beyond the sky's blue hem
He pastures them, and there in peace
He shears and scatters wide their fleece.

CLINTON SCOLLARD

Read the poem silently. To what are the clouds compared? Who is the shepherd? What does he do with the fleece of his sheep?

What word does the poet use for *going?* for *takes care of?* for *meadows?*

Have you ever seen the fleece dropping from the sheared flock? How did it look? Tell what you like about the poem.

Out of the bosom of the air,
Out of the cloud folds of her garments shaken,
Over the woodlands brown and bare,
Over the harvest fields forsaken,
Silent, and soft, and slow,
Descends the snow.

HENRY W. LONGFELLOW

In what way is this stanza like "The Sheep in the Sky"? In what important way does the picture differ?

Read the stanza, and let your voice help show how the snow fell. Sketch the picture on the blackboard.

She was as lovely a pleasure boat
As ever fairy had paddled in,
For she glowed with purple paint without,
And shone with silvery pearl within.

JOSEPH RODMAN DRAKE

This is a picture of a different kind. It describes a fairy's boat made of a purple mussel shell. What verb tells how the outside of the boat looked? the inside?

Learn one of the selections in this lesson, and write it from memory in your notebook.

70. STUDY OF A STORY

On pages 149–150 are the words of "The Star-Spangled Banner." Learn them and sing them often. Learn also "The American's Creed" on page 150.

How "The Star-Spangled Banner" Came to Be Written

During the War of 1812, Francis S. Key, a young Washington lawyer, went aboard a British vessel with a flag of truce, to secure the release of a friend who had been cap-

tured. But the British admiral clapped Key into the same prison ship with his friend, saying that there was important business on hand and it must not be reported.

Now the business that the British had on hand was the capture of Baltimore. Judge Nicholson, Key's brother-in-law, was an officer at Fort McHenry, that protected the city, and Key was forced to watch the attack with no chance to help his friends in the city, or even to warn them.

From Tuesday morning until midnight on Wednesday the British fired on the fort. Poor young Key, pacing the deck of his prison ship, could see little that was going on. The shells flew and the bombs burst. Was the fort answering? Was it being injured? Then came silence. Had the enemy given up? Had the fort fallen? Then came cheers and more firing.

The gray light of Thursday morning crept slowly over the bay. Everything would be plain if Key could only see the fort. If its flag was gone, it had surrendered. If the flag still waved, the city was safe. The big ships around him were a blur in the mist. Vapor and smoke hung over the fort. A breeze floated by, and there was a break in the mist! The flag was still there!

Penned up on the prison ship, Key had no way to express the feeling inspired by that glimpse of his country's flag. But great thoughts were stirring in his mind, and some of them he jotted down on an envelope. Before sailing away, the British admiral put Key and his friend on shore. Key immediately took paper and wrote his poem. That is how "The Star-Spangled Banner" came to be written.

Abridged from "The Star-Spangled Banner," in the Newark Public Library Pamphlet

Read the story. How many paragraphs does it contain? Write on the blackboard a topic for each

paragraph. Different children may tell the story, each giving one paragraph. Give particular attention to the verbs. Use some of the verbs of the book unless you can think of more expressive ones that have the same meaning.

Are you studying your geography and history lessons by paragraphs whenever it is possible? How does the habit help you in learning your lesson? in reciting the lesson?

71. CONVERSATION LESSON

Safety First

Some people waste money. What do they waste when they do not take proper care of their teeth, or of other parts of the body? What did the boy in the picture on the next page just avoid wasting?

It was this boy's good fortune that the automobile stopped in time. Does this always happen?

During the World War, more than fifty thousand American soldiers were killed or died of their wounds. During the same period of time, more than one hundred twenty-six thousand men, women, and children were killed in our country by accidents. Many of these deaths were due to carelessness. What unnecessary accidents have occurred in your neighborhood? How might they have been prevented?

Each team may find the answer to one of the following questions, and each member of the team may be responsible for giving a certain part of the report.

UNION BANK
MOVING VAN

When reporting, stand in front of the class, use blackboard sketches if they will help, or act out any suggestion that you can make clearer in that way. The questions of course refer to the place in which you live, and are concerned with preventing the waste of either health or life.

What is done to protect the water supply?
How are the streets kept clean?
What is done to prevent accidents at railroad crossings?
What is done to prevent street accidents near schoolhouses?
How are fire drills conducted at school?
How can older boys and girls help take care of the younger children on the street?

Perhaps your teacher will allow some of the pupils who give very good reports to visit other grades and repeat their talks.

Writing a Thrift Book

Probably some pupils have improved more rapidly than others. If this is the case, with the help of your teacher start new teams, making them as evenly matched as is possible. Elect captains.

The first work of the new teams will be writing a thrift book. One team might write about saving and spending money; another about thrift in saving health; and still another about safety first. Use pictures if you can get them, tell anecdotes, and make the compositions as interesting as possible. They should be one-paragraph compositions, and each pupil should

write at least two for the book. A week or two may be taken for the work.

Each captain should select one other pupil to help him look over all the compositions before they are given to the teacher. They should mark mistakes, but not correct them. The compositions should then be corrected by the writers, and handed in only when all have done their best. Remember to give to the teacher the *first* compositions as well as the corrected ones.

Your teacher will report which team handed in the largest number of good *first* compositions. Decide how many points the winning team should have.

The compositions will be fastened together to make a book. Write a note to your drawing teacher, asking her to help you make a pretty cover for the book.

What pleasant things can be done with the book when it is finished?

72. ORAL COMPOSITION

For three days you may tell short stories about experiences of your own, anecdotes that you have heard, or incidents from a book you have read. Each pupil should speak each day, if possible. In any case each pupil should think out three stories. Give particular attention to using expressive verbs.

73. PRONUNCIATION DRILLS

You have had drills on the words that are most commonly mispronounced in all parts of the country.

From now on give special attention to words mispronounced in your class.

Set aside a part of the blackboard for a language bulletin board. The teams may take turns in writing on the bulletin board words mispronounced in any recitations or on the playground. Arrange the words in the form of a ladder. When there are six or eight words on the ladder, practice going up and down for a minute at the beginning of the language lessons.

Start another list when you feel that you have mastered the first one.

Write in your notebook the words that trouble you. Read them over and over until you pronounce them correctly without stopping to think. This is an important kind of self-help.

74. A NEW USE OF THE COMMA

In the story of "The Star-Spangled Banner" occurs this sentence:

Judge Nicholson, Key's brother-in-law, was an officer in the fort that protected the city.

Read the sentence aloud, omitting the words *Key's brother-in-law.* Is the sentence complete without these words? Why, then, were they used?

Read the sentence once more very naturally. Does the voice show that these words were put in to explain who Judge Nicholson was? How does the book show the same fact?

Make a statement about each of the following per-

sons, explaining who he or she was, just as the sentence studied explains who Judge Nicholson was:

Robert Fulton, George Washington, Stonewall Jackson, Florence Nightingale, Henry W. Longfellow, Christopher Columbus, Benedict Arnold, Eli Whitney.

Listen carefully and notice if the speaker's voice helped you to understand the sentences. Write the sentences on the blackboard.

Words used to explain a person or thing mentioned are set off from the rest of the sentence by one or two commas.

SEAT WORK

Copy these sentences and punctuate them correctly:

1. Iron the most useful metal is also the most abundant.
2. February the shortest month of the year has come.
3. Samuel Sands an office boy printed the first copy of "The Star-Spangled Banner."
4. Bessie my oldest sister is in the eighth grade.
5. Did you see Rollo the fireman's pet dog?

75. COPYING AND DICTATION LESSON

As soon as Francis Scott Key had finished writing "The Star-Spangled Banner," he took it to the office of "The American," a Baltimore newspaper. The printers had all gone to the defense of the city. Samuel Sands, a boy of twelve, was alone in the office.

But young Sands proved that he could do a man's job when it was necessary. He set the type and worked the press without any help. That very night the song was sung in a public gathering. Its echoes are still heard throughout our country.

Find two places where explaining words are set off by commas. Give reasons for all capitals. Find a noun that denotes possession. Notice the spelling of *its*. Use *it's* and *its* in original sentences.

Copy the selection, and in class write it from dictation.

76. WRITING A BUSINESS LETTER

What lessons shall you review before studying this lesson?

Read and study the following letter:

67 Livingston Avenue
Yonkers, New York
November 25, 1922

The Western Union Telegraph Company
Yonkers, New York

Gentlemen:

School closes on June 24, and I should like to secure a position as messenger boy. I have a bicycle and know the city well. If you decide to give me a trial, I will try to do my best.

I refer you by permission to Miss Alice Douglas, Principal of School No. 9.

Respectfully yours,
James O. Felton

Why did the writer speak of his bicycle and of his knowledge of the city? Why did he select the complimentary close, "Respectfully yours"?

Write a business letter applying for summer work.

Remember that the person to whom you apply will wish to know what your qualifications are for the particular kind of work he has to give.

Answering the Letters

In class exchange letters, and reply to the one you have. If you are pleased with the applicant's letter, you may wish to ask for an interview before deciding to employ him. If the letter is carelessly written or contains mistakes, you will probably not care to employ the applicant. In that case politely explain your reasons for not replying favorably.

77. CONVERSATION LESSON

The Boy Who Recommended Himself

A gentleman advertised for a boy to assist him in his office. Nearly fifty applicants presented themselves to him. He selected one, and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy. He had not a single recommendation."

"You are mistaken," said the gentleman; "he had a great many. He wiped his feet when he came in, and closed the door after him, showing that he was careful. He gave his seat instantly to that lame old man, showing that he was kind and thoughtful. He took off his cap when he came in, and answered my questions promptly, showing that he was polite and gentlemanly. He picked up the book which I had purposely laid on the floor, and replaced it upon the table, showing that he was orderly. He waited

quietly for his turn, instead of pushing and crowding. When I talked to him, I noticed that his clothing was tidy, his hair was neatly brushed, and his finger nails were clean. Do you not call these things letters of recommendation? I do."

Selected

Read the selection. Discuss the value of the recommendations offered by the boy who secured the position.

Find in the third paragraph all verbs that tell what the boy did.

78. WRITING LETTERS OF APPLICATION

The captain of each team may imagine that he is a business man, and advertise for an assistant. The advertisements should appeal to girls as well as to boys. You may use a newspaper advertisement as a model if you wish to do so.

The advertisements will be written on the blackboard, if there is sufficient space. If not, they may be written on paper and passed about among the members of the teams concerned.

Each pupil may answer the advertisement of his team captain. The letters will be read by the team captains, and one applicant accepted by each. In class the captains may read the letters of the successful applicants, and several of the others. Discuss the letters, and state clearly why certain ones were better than others.

Improve one of the letters.

79. SPELLING VERBS

In written work, give special attention to the spelling of verbs that change their forms.

Make a rule for changing the forms of verbs ending in *y* after studying the following examples: *try, tries, tried, trying; obey, obeys, obeyed, obeying.* Spell the *es, ed,* and *ing* forms of the following verbs: *reply, destroy, cry, apply.*

What change is made in the short form of the verbs in the first group before adding *ing?* What change is made in the short forms of the second group before adding *ing?* Learn to spell all the words.

give	giving	run	running
love	loving	begin	beginning
have	having	spin	spinning
come	coming	chop	chopping
hope	hoping	hop	hopping

Review all spelling lists you have had, including the nouns on pages 198 and 199. Then have a spelling match.

Are you using the dictionary constantly? Remember that this is one of the most important self-help methods.

80. DICTIONARY CONTEST

Your teacher will write on the blackboard ten verbs from a certain page of your reader. Find the verbs, notice how they are used, and then look them up in your dictionaries. Select the definition that best fits

the sentence in which the verb is used. Write on a slip of paper the words and the definitions you select.

At the end of fifteen minutes your teacher will signal you to stop. Decide which definition is best in each case. Those who chose the best definition in any case may make an *x* beside it to indicate that a point has been scored for their teams. The pupil who looked up the largest number of words, and had the largest number of "best" definitions, scores ten additional points for his team.

81. PROBLEMS

Use two periods for these problems, if necessary.

1. Explain every capital and punctuation mark used in the following conversation, and then write it from memory:

After signing the Declaration of Independence, John Hancock said, "We must all hang together."

"Yes, or we shall all hang separately," answered Benjamin Franklin.

Write the conversation in dialogue form. Write it again, this time using indirect quotations.

2. Use the proper form — *to*, *too*, or *two* — where there are blanks in the following sentence:

—— dollars is —— much —— pay for that knife.

3. Correct the following sentences if they need it. Review the lessons that teach the correct forms, or the correct punctuation.

1. I haven't no paints and brushes.
2. Wood is more useful then clay.
3. Will you leave me take home my notebook?
4. Iron copper tin and lead are all useful metals.
5. Thomas Edison a great inventor is sometimes called a magician.
6. You should of tried harder.

4. Use correctly in original sentences the following words: *its*, *it's*, *they're*, *their*, *you're*.

5. There are three kinds of people in the world — the wills, the won'ts, and the can'ts. The first accomplish everything, the second oppose everything, and the third fail in everything.

WILLIAM T. ELLIS

Read the paragraph. What verb tells what the *wills* do? the *won'ts?* the *can'ts?* Use each of the verbs in an original sentence that will clearly show the meaning of the verb.

Copy the paragraph, and mark with the proper initials all nouns, pronouns, and verbs.

CHAPTER SIX

Words That Paint Pictures

82. ADJECTIVES

The world is full of things that we speak and write about. What are the names of these things called?

It is impossible to write or talk about these things, unless we tell or state something. What are the words that state called? What name is given to the words used to avoid repeating nouns too frequently?

It is plain that nouns, pronouns, and verbs are absolutely necessary if we are to make word pictures. Let us see if any other words are necessary to make the pictures clear.

A car tore down the avenue.
A red car tore down the avenue.

What word in the second sentence is not in the first? How did the addition of this word affect the picture?

If an artist were telling the story, he would use red paint. The speaker uses the *word* red, and the listener sees a car of this color in his mind. The words that are used to help the reader or listener to see things clearly by describing them, are called *adjectives*.

On a rainy day in March, a lad, all wet and muddy, came along the street. He had a fine, oval face; thoughtful eyes; and red, half-open lips that displayed fine, pearly teeth.

Select the adjectives that describe the following: *a day in March; the lad's condition; his face; his eyes; his lips; his teeth.*

Find all the adjectives that describe in the following selection, and tell what each describes:

THE ERUPTION OF THE GEYSER

We rode slowly over the grassy plain. In the distance the white steam of the geyser could occasionally be seen. As we approached the gray cone, a violent thumping began under our feet.

"He is going to spout!" shouted the guide. Scarcely had he spoken, when the basin boiled over. There was a sudden, terrible jar, and a pillar of water shot a hundred feet into the air. It sparkled like liquid gold in the low, pale sunshine. It rose again and again until the underground force had spent itself, and then settled back into the basin. All was over.

"BOYS OF OTHER LANDS"— *Adapted*

The adjectives that help paint pictures *describe*, but there are other adjectives that simply point out the nouns, or number them. They are so closely joined to the nouns or to the adjectives that describe them, that you see at once that they are servants of the nouns. Some of these adjectives are never used except when joined to a noun. Find the adjectives that do not describe in the following groups of words: *a dollar, an apple, the books, three cents, this knife, that peach.*

This peach is ripe. It is delicious.

What adjective in the first sentence describes *peach?* For what noun does *it* in the second sentence stand? What adjective describes *it?*

Because the addition of an adjective changes or

modifies the meaning of a noun or pronoun, we use the word *modify* to tell what work an adjective does.

An adjective is a word that modifies the meaning of a noun or pronoun.

Take now your notebook sentence:

Hark! the bobolink flies gayly over the meadow and sings his merry song.

Which words are nouns? Which word is a pronoun? Which words are verbs? Find all the adjectives, whether they describe or do not. Underline them and put an *a* over each.

83. USE OF *A* AND *AN*

We say *a table*, but *an orange*. Does *table* begin with a vowel or a consonant? With which does *orange* begin?

A is used before a consonant sound and *an* before a vowel sound. Read rapidly the following expressions:

a blue bird	an apple
a hammer	an only child
a green parrot	an automobile
a large book	an innocent man
a private park	an inch
a loyal friend	an eagle's claws
a patriot	an Indian

Are you remembering to follow the directions for study on pages 153 and 154? Look ahead each day, and prepare your lesson.

84. SENTENCE STUDY

Review thoroughly Lesson 86, page 118.

What two parts must even the shortest sentence have? Today we will discover if every group of words containing a subject and a predicate is a sentence.

These words appeared in a boy's composition:

When I heard the fire alarm.

Drop the word *when*, and study the remaining words. What is stated? About whom is the statement made? The group of words has a subject and a predicate. Does it sound finished? Then it is a sentence.

Now add *when* once more:

When I heard the fire alarm.

The subject and the predicate remain, but do they completely express a thought? Do you not feel like asking, "What happened when you heard the fire alarm?"

The sentence may be finished in two ways:

When I heard the fire alarm, I ran to the window.
I ran to the window when I heard the fire alarm.

Read the sentences aloud, and see if your voice helps you explain why a comma is used in the first form and not in the second. You do not need to state a rule. Remember that the comma is often used to help the reader just as the voice helps the listener. If the voice makes a break in a long sentence, the comma is often

used to make a break at the same place in the written sentence.

Select the sentences from the following groups of words. Make sentences of the others. Which ones that are not sentences have a subject and a predicate?

1. I tried very hard.
2. Although I tried very hard.
3. Before the bell rang.
4. Now that spring has come, I shall start my garden.
5. When my garden is started.
6. After the parade had passed.
7. Last year I raised potatoes and onions.
8. Under the big apple tree.
9. We all love our principal he is so fair.

Look over the compositions in your notebook and see if you can find any groups of words that are not sentences. Write the corrected forms on paper.

In all your language work, *think of your sentences!*

85. SELECTING SUITABLE ADJECTIVES

There are thousands of adjectives in our language, but a few are made to do most of the required work. Three of these overworked adjectives are *awful*, *funny*, and *nice*.

Awful means *frightful*, *horrible*, *terrific*, *alarming*, *shocking*. A little boy said, "My spelling is awful." Did he say exactly what he meant? What adjectives might be used to describe poor spelling, poor writing, or poor reading?

It is a good plan to avoid *awful* altogether. Whenever you find yourself using the word, try to find another adjective to take its place.

A boy said, "I met a funny old man." He did not mean that there was anything *amusing* about the man. What *did* he mean? Would *queer* or *odd* or *strange* have expressed his thought better? What things may correctly be described as *funny?*

A girl said, "I had such a nice time at the party. The refreshments were nice, and we played such nice games."

Which of the following adjectives might she have used to describe the good time she had? the refreshments? the games?

exciting, pleasant, delicious, good, interesting, dainty, delightful, lively.

Whenever you write or speak, choose adjectives that help express your thoughts in an *exact* way. Use no adjectives unless they are needed.

Seat Work

Copy the following paragraph, and put an *a* over every adjective:

The broad, fertile fields were to be seen no more. Here were wild stretches of bare, rocky land half covered with low bushes and strewn with broken boulders; rugged hills with deep valleys between; mad little streams rushing down to join the great river. Through the open window came the wild, sweet breath of the sea.

Copy from a composition in your notebook several sentences containing adjectives. If possible, write above each adjective a better one.

86. ORAL COMPOSITION

Making Riddles

Imagine that you are a native of another country, an animal, some person you admire, a tree, or a fruit. Make a riddle describing yourself. Use exact language. Give special attention to your adjectives.

Read the riddles in class, and try to guess those of the other pupils. Name expressive adjectives that were used. Which riddles helped you to see very clearly what was described?

Ask your teacher to say "Good" after each riddle that she considers satisfactory for a sixth-grade pupil. The team captains should keep account of the "Goods" in their teams, and score a point for each.

87. ORAL AND WRITTEN COMPOSITION

You have learned that you have language lessons only to enable you to use good English at other times. For two weeks your teacher will give special attention to your English in other subjects.

For two days make problems in arithmetic, and tell very clearly how they are solved. Use exact language.

Then for several days each pupil may give a short paragraph on some geography subject that he is inter-

ested in. Do not give facts that are given in your textbooks.

Follow the same plan for several days in history or nature study. Give special attention to the adjectives and the verbs that you select.

Write in your notebooks at least three times within the two weeks paragraphs similar to those given orally in class. Think out your paragraph very carefully before you begin to write.

When you correct it, remember to think of but one matter at a time. Look it over separately for sentences, arrangement, punctuation, capitals, and spelling.

After the first paragraph has been written, the notebooks may be given to the teacher, provided the members of the team feel satisfied that each pupil has done his best. If there is any careless work, it should be done over before the notebook is handed in. Follow the same plan with the second and third paragraphs.

88. STUDY OF A STORY

King Arthur and His Knights

Among the greatest treasures of the English language are the legends of King Arthur and his Knights of the Round Table.

Arthur was the son of the King of England. In his infancy, Merlin, a great magician, feared that he might be slain by enemies of the King, and therefore gave him into the keeping of Sir Ector, who did not know that he was bringing up the King's son. In fact,

Arthur himself supposed that Sir Ector was his father.

When Arthur had grown into a fine, noble boy, Merlin felt that the time had come for him to ascend the throne left vacant by the death of his father. He therefore urged the Archbishop of Canterbury to summon all the nobles and gentlemen of arms to come to London on Christmas Day. When they reached the church, they found in the churchyard a large, square stone supporting an anvil of steel. The point of a sword stuck in the anvil. On the sword were these words:

> Whoso pulleth this sword out of this stone and anvil is the rightful King of all England.

All who wished to be King tried to pull out the sword, but without success. It was therefore decided to have a tournament on New Year's Day, and give another opportunity to those who were ambitious to ascend the throne.

How Arthur Was Crowned King

On New Year's Day, after church, the Barons rode to the field, some to joust and some to tourney. It so happened that Sir Ector came also to London to the tournament. With him rode Sir Kay, his son, and young Arthur, Sir Kay's foster brother.

As they rode, Sir Kay found that he had no sword, for he had left it at his father's lodging. He begged young Arthur to go and fetch it for him.

"That will I do gladly," said Arthur, and he rode rapidly away.

But when he reached the house, he found no one at home to give him the sword, for every one had gone to the jousting. Then Arthur was disappointed and said to himself, "I will ride to the churchyard, and take the sword that sticketh in the stone. My brother, Sir Kay, shall not be without a sword this day."

When he came to the churchyard, he alighted, tied his horse to the stile, and went to the stone. The knights set to guard it had all gone away to the tournament, and Arthur was alone. Seizing the sword by the handle, he lightly pulled it out of the stone. Then he rode on his way till he came to Sir Kay, to whom he delivered the sword.

When Sir Kay saw it, he knew well that it was the sword of the stone. He rode to his father, Sir Ector, and said, "Sir, here is the sword of the stone. Wherefore I must be King of the land."

When Sir Ector saw the sword, he came to the church and made Sir Kay swear truly how he came by the sword.

"By my brother Arthur," said Sir Kay, "for he brought it to me."

"How did you get this sword?" said Sir Ector to Arthur. And the boy told him.

"Now," said Sir Ector, "I understand you must be King of the land."

"Wherefore I," said Arthur, "and for what cause?"

"Sir," said Sir Ector, "because God will have it so. Never man could draw out the sword but he that is the rightful King. Now let me see if you can put the sword where it was and pull it out once more."

"There is no difficulty in doing that," said Arthur. And he put the sword back into the stone.

Then Sir Ector tried to pull out the sword and failed. Sir Kay also pulled with all his might, but it did not move.

"Now you shall try," said Sir Ector to Arthur.

"I will," replied Arthur, and pulled the sword out easily.

At this Sir Ector and Sir Kay knelt down on the ground before him.

"Alas," said Arthur, "mine own dear father and brother, why do you kneel to me?"

"Nay, nay, my lord Arthur, it is not so," said Sir Ector. "I was never your father nor of your blood." Then Sir Ector told him all. And when Arthur learned that Sir Ector was not his father, he was sorely grieved.

"Will you be my good gracious lord, when you are King?" asked Sir Ector.

"You are the one to whom I owe most, and my good mother, your wife. If ever it be God's will that I be King, you shall desire of me what I shall do, and I shall not fail you."

"Sir," said Sir Ector, "I will ask no more than that you make my son, your foster brother, Sir Kay, seneschal of all your lands."

"That shall be done," said Arthur, "and by my faith no man but he shall have that office while he and I live."

On Twelfth Day the Barons came to the churchyard so that all who wished might try to draw out the sword. But not one could take it out but Arthur. So they agreed to make trial once more at Candlemas.

And when Candlemas came and Arthur alone of all the throng could pull out the sword, they put it off until Easter. And at Easter they put it off until Pentecost. When this great day came, all manner of men once more made the attempt, but no one could prevail but Arthur. Before all the Lords and Commons he pulled out the sword, and then they cried together:

"We will have Arthur for our King! It is the will of God, and whoever opposeth him shall be slain."

Then they all knelt, both rich and poor, and besought

Arthur's pardon, because they had delayed so long. And Arthur forgave them, and took the sword to the altar, where he was made a knight.

After that, he was crowned, and swore to the Lords and Commons that he would be a true King, and to govern them with true justice from thenceforth all the days of his life.

Read the story. What unfamiliar words do you find? *Joust* and *tourney* and *tournament* were all names for the contests, usually on horseback, held in those far-away times.

You may use the story "How Arthur Was Crowned King" in at least two of these ways:

1. Dramatize it, dividing it into scenes.
2. Divide the story into parts, each team taking one or more parts, and tell it in relay as a class exercise.
3. Write a paragraph about Arthur's first attempt to draw out the sword, or about his coronation.
4. Find out all you can about a tournament, and explain it clearly.

89. MODERN KNIGHTS

Arthur never forgot the promises made at his coronation, and he became a great and a good King. He gathered about himself a company of brave young followers known as the "Knights of the Round Table."

For centuries knighthood flourished. When a young man was knighted, he took the following oath:

I will be faithful to God and loyal to the king. I will reverence all women. I will ever protect the poor and helpless. I will never engage in unholy wars. I will never

seek to exalt myself to the injury of others. I will speak the truth and deal justly with all men.

Discuss the meaning of this oath so that you will understand the true spirit of knighthood.

Read the Boy Scout's pledge and compare it with the Knight's Oath:

On my honor I will do my best:

1. To do my duty to God and my country, and to obey the scout law;
2. To help other people at all times;
3. To keep myself physically strong, mentally awake, and morally straight.

Are boys who take this pledge and keep it, whether they are scouts or not, worthy to be called "modern knights"? Why?

Here is the scout law:

A scout is trustworthy.
A scout is loyal.
A scout is helpful.
A scout is friendly.
A scout is courteous.
A scout is kind.
A scout is obedient.
A scout is cheerful.
A scout is thrifty.
A scout is brave.
A scout is clean.
A scout is reverent.

Discuss in class any of these adjectives whose meaning is not perfectly clear.

Each pupil may select one of the adjectives, and

show how a girl or boy whom it describes would be a good girl or boy in the home and at school, and would make a good citizen.

Recite once more Theodore Roosevelt's paragraph on "The American Boy," page 165.

90. THE GOOD-ENGLISH KNIGHTS

The picture on the opposite page shows a number of Good-English Knights who have gone forth to drive their enemies from Good-English Land. These knights have all taken the following pledge:

I pledge myself to overcome my bad-English habits.

Which knight of each pair has proved victorious? Call them by the names on their plumes.

For a few days use in your five-minute drills sentences containing the names of the victorious knights. Each pupil may have ready a sentence for each name.

Will you also be Good-English Knights? Be sure to keep up the drills on whatever error is giving you trouble. Knights never give up!

91. SPELLING REVIEW

Review the following words, making sure of them:

certain	several	shelves	hoping
describe	seized	knives	hopping
hurried	tried	countries	believe
separate	cities	beginning	which
surprised	necessary	running	receive
whether	pianos	studies	coming

THOSE BOOKS
THEM BOOKS
IT WAS I
IT WAS ME
HAVEN'T ANY
AIN'T GOT NO
F.R.

Review also all words in your notebook lists, and any other common words that you consider hard.

Fill the blank spaces in the following sentences with one of these words: *their, there, to, two, too, right, write, threw, through.*

The boys —— —— balls —— the window.
—— are no rewards in life for an idler.
My aim is always —— be ——.
Franklin bought —— buns with his last money.
To —— —— well is impossible.

Use these words in sentences: *its, it's, theirs, there's, you're, your, they're.*

92. ORAL COMPOSITION — TELLING ANECDOTES

Tell an anecdote of a kind deed done for some one in trouble by you or by some other person. Take as your subject one of the following:

A Generous Act
Playing Fairy Godmother
A Friend in Need
The Time I Forgot Myself
How I Spent a Quarter

93. LETTER WRITING

Imagine that you accidentally broke the glass in a store window with your ball. As it happened after business hours, you wrote a letter of explanation to the proprietor of the store. Think of all the things it would be necessary to say in order really to straighten out matters.

Read the letters in class, and decide who wrote the most courteous and satisfactory note.

As a class exercise, write the letter that the storekeeper might have sent in reply to one of the letters that was very good.

NOTEBOOK WORK

Write in your notebooks five adjectives that you might use in describing George Washington, Robert E. Lee, Benjamin Franklin, or any other great American you select. Look in your histories or in your dictionaries if you wish to do so. The definition of one adjective will often suggest another. Use the adjectives in sentences.

94. EXPLAINING HOW TO DO THINGS

Your teacher will read once only a short description of the way in which wild elephants are caught. As soon as she has finished, without asking any questions, write the description in your notebooks, making a diagram to illustrate exactly how the animals are captured.

95. ORAL COMPOSITION

Be prepared to tell clearly how a game is played, or to give the directions for playing it to a group of children. Use exact language, and think out each step carefully. If the pupils are unable to follow one of your directions, make it clear before going farther.

96. PREPARING A PROGRAM

With as little assistance from your teacher as is possible, plan for a patriotic entertainment.

Each team captain may appoint a member of the invitation, the program, and the reception committees. When the programs and invitations have been prepared, each member of the class may make one copy of each.

Turn back to Lesson 113, page 145, for suggestions regarding the form of the program and the invitations.

Try to think not simply of what you would most enjoy doing, but of what would give most pleasure to your guests. Do you think they would enjoy seeing you dramatize a historical story?

It will be a good plan for each pupil to give his captain a list of suggestions. These may be passed on to the program committee. Who will make the posters?

97. STUDY OF A STORY POEM

The Little Brown Wren

There's a little brown wren that has built in our tree,
And she's scarcely as big as a big bumble-bee;
She has hollowed a house in the heart of a limb,
And made the walls tidy, and made the floor trim
With the down of the crow's-foot, with tow, and with straw,
The coziest dwelling that ever you saw.

This little brown wren has the brightest of eyes,
And a foot of a very diminutive size;
Her tail is as trig as the sail of a ship;

She's demure, though she walks with a hop and a skip;
And her voice — but a flute were more fit than a pen
To tell of the voice of the little brown wren.

One morning Sir Sparrow came sauntering by,
And cast on the wren's house an envious eye;
With a strut of bravado and toss of his head,
"I'll put in my claim here," the bold fellow said;
So straightway he mounted on impudent wing,
And entered the door without pausing to ring.

An instant — and swiftly that feathery knight,
All tousled and tumbled, in terror took flight,
While there by the door on her favorite perch,
As neat as a lady just starting for church,
With this song on her lips, "*He will not call again*
Unless he is asked," sat the little brown wren.

CLINTON SCOLLARD

Read the poem silently. If you cannot discover the meaning of *diminutive* from the way in which it is used, consult the dictionary. What other unfamiliar words do you find in the second stanza? Tell what they mean. Explain the two lines relating to the wren's voice. Some one may show how Sir Sparrow *sauntered* by, strutting and tossing his head. What two other names are given to the sparrow? What adjectives in the last stanza describe the condition of Sir Sparrow after his call? Which line describes the wren after the encounter? How do these descriptions give a clue to what happened in the house?

Read the poem aloud. Do you like it?

Telling the Story

The stanzas of a poem do not always correspond with the paragraphs of prose. How is it with this poem?

Tell the story from the following outline, using some of the expressive verbs and adjectives of the poem:

1. The Wren's House
2. The Wren's Appearance and Song
3. The Sparrow's Attack
4. The Wren's Victory

Seat Work

Find in your geographies adjectives that describe countries, people, customs, occupations, or productions. Select at least five that you should use in your recitations. Write them in sentences in your notebooks.

98. PROPER ADJECTIVES

America is a vast, rich country. It is the pride of the American people.

Find the proper noun in the first sentence. What adjective in the second sentence was formed from this noun?

From *France* we get the adjective *French.* What adjectives can be formed from *England*, *Italy*, *China*, *Scotland*, *Russia*, *Germany*, *Mexico?* Use each in a sentence.

As the nouns are proper nouns, the adjectives formed from them are called *proper adjectives.*

Proper adjectives begin with capital letters.

99. DICTATION LESSON

An American merchant living in Persia sent for a workman to gild some frames that had become shabby. The Persian craftsman came, set a price, and began his task.

After a while the American entered the room and said, "My good man, you are taking more pains than is necessary. I am hardly paying you for so much labor."

The Persian replied in a dignified manner, "Sir, I do not work for money alone. I love my work."

Find a sentence that contains a series of groups of words. Explain the use of the commas. Why is a comma used after *Sir?*

The word *American* occurs twice. In one case it is a noun; in the other it is an adjective. Find the noun and the adjective, and prove that you are right. Do the same thing with the word *Persian.*

Find one place where the word *work* is a noun, and another where it is a verb. Remember that the part of speech of a word is determined by the work that it does in a sentence.

Explain the punctuation of the divided quotation. Study the selection thoroughly, and be ready to write it from dictation. Go over your work carefully, and find any mistakes you may have made. *There should be no mistakes.*

100. USING EXACT LANGUAGE

Read the following sentences, and find the adjectives that do not give exact information. Find the adjec-

tives that give clear pictures. Which sentence of each pair do you prefer, and why?

My new dress is lovely.

My new dress is made of blue silk and is trimmed with white lace.

Yesterday I saw a bird with a pretty breast.

Yesterday I saw a bird with a bright yellow breast.

George Washington was a fearless soldier and a wise President.

George Washington was a fine man.

101. PROBLEMS

Oral

1. Give at least six adjectives that may be used in describing the weather; four that describe climate; four that describe the character of a good citizen.

2. Use correctly in sentences *they're*, *it's*, *taught*, *my sister and me*, *my brother and I*.

3. Change the following direct quotations to indirect:

"Who broke my skates?" asked Frank.

"I broke them accidentally," replied his brother.

Written

1. Use the following abbreviations in sentences: *Dr.*, *p.m.*, *Mr.*, *Ave.*, *No.*

2. Correct all mistakes in the following sentences. This will be a test of your power to see mistakes quickly.

1. Longfellow one of our greatest poets wrote "The Village Blacksmith."

2. My sister Fannie is older than I am she is in the eighth grade.

3. Last summer I raised onions beets lettuce and potatoes.

4. The grocer asked me "how much I made on my garden."

5. Before father came home.

State definitely in a note to your teacher in what respects you feel that you are improving.

CHAPTER SEVEN

Words That Help Verbs

102. ADVERBS

In the last chapter you found that nouns, pronouns, and verbs alone cannot make the best word pictures. What class of words help the nouns and pronouns? Today you will study another class of words.

Write the following sentence on the blackboard:

My sturdy little pony runs swiftly.

Draw one line under the complete subject. What is the simple subject? What work does it do in the sentence? What is the predicate verb? What is its work? Find a pronoun and tell what work it does. Find two adjectives and tell how they help you to see the pony. Mark the noun, pronoun, verb, and adjectives with the proper initials.

What one word remains? Discover what work it does in the sentence. Since it tells how the pony runs, it modifies *runs*, and is an *adverb*.

What is the predicate verb in each of the following sentences? Find an adverb that modifies each verb. Tell exactly how the adverb helps the verb. For the first sentence, for instance, you would say, "*Rained* is the predicate verb. *Yesterday* is an adverb, because it shows *when* it rained."

1. Yesterday it rained.
2. The clumsy cart creaked noisily.

3. Did the children speak distinctly?
4. I am going now.
5. Here are the books.
6. The oxen pulled slowly and steadily.
7. We shall all go to the picnic tomorrow.
8. The sun shines brightly.

Now turn to your notebook sentence:

Hark! the bobolink flies gayly over the meadow and sings his merry song.

What parts of speech have you already marked? Find a word that modifies one of the verbs. What part of speech is this word? In marking the adverb, use *ad* instead of *a*. Why?

Mother gave me a very juicy pear.
The boys played too roughly.

In the first sentence, what adjective modifies *pear?* What work does *very* do? Because it shows how juicy the pear is, it modifies *juicy*, and is an adverb. It is a part of the work of adverbs to modify adjectives as well as verbs.

What adverb modifies *played* in the second sentence? In other words, what word shows how the boys played? What word shows how roughly they played? Because *too* modifies *roughly*, which is an adverb, *too* also is an adverb. It is part of the work of an adverb to modify other adverbs as well as verbs and adjectives.

An adverb is a word that modifies a verb, an adjective, or another adverb.

Copy the following sentences. Draw one line under the simple subject, and two under the predicate verb. Label all adverbs, and be prepared to give in class all nouns, pronouns, and adjectives.

1. The breaking waves dashed high.
2. Now has come our merriest holiday.
3. The little birds sang joyfully.
4. The mocking bird imitates exactly the songs of other birds.
5. He had a very large nose, slightly brass-colored.
6. His coat was too long for comfort.
7. As nobody came to the door, I knocked again.
8. The mills of the gods grind slowly.
9. They grind exceedingly fine.
10. The brook goes on forever.
11. The leaves waved lazily in the breeze.

103. THE CORRECT USE OF ADVERBS

The most common mistakes in the use of adverbs result from confusing them with the adjectives from which they are formed.

A quick stroke felled the sapling.
The train dashed quickly over the prairies.

What work does *quick* do? What work does *quickly* do? Which is an adjective? Why? Which is an adverb? Why?

Sometimes children say, "I did it quick." Explain why this is incorrect. Use in each of the following sentences one of the words that follow it, and prove to your

classmates that your choice is correct. State whether the word selected is an adjective or an adverb.

1. The sled darted —— down the hill. (swift, swiftly)
2. A —— breeze fanned our faces. (lazy, lazily)
3. The breeze blew —— over the water. (light, lightly)
4. Abraham Lincoln did his work ——. (cheerful, cheerfully)
5. An energetic boy moves ——. (quick, quickly)
6. A —— heart doeth good like a medicine. (merry, merrily)
7. The bird sang ——. (merry, merrily)

What two letters do you often find at the end of an adverb? Study the following sentence and discover whether it is safe to say that a word ending in *ly* is always an adverb. What word ends in *ly*? What part of speech is it? Prove your answer.

Friendly people always make friends.

There is no substitute for *thinking*. The only way to discover to what part of speech a word belongs is to find out what work it does in the sentence in which it occurs.

104. COMMON ERRORS IN THE USE OF ADVERBS

Awfully

Some time ago you learned that the adjective *awful* is overworked. The adverb *awfully* also is overworked. Have you ever heard these expressions: *awfully sweet, awfully tired, awfully dull?* What adverbs might have been used instead of *awfully?*

The safest plan is to avoid the word altogether.

Good AND *Well*

Did you ever hear any one say, "He did his work good"?

Good may be used to describe things. We speak of *good manners, good books, good children, good food.* But we should not say that we *work* good or *write* good or *sing* good. We work, write, and sing *well.*

Good and *well* are correctly used in the following sentence:

A good citizen serves his country well.

What word does *good* modify? What part of speech is it? What does *well* modify? What part of speech is *well?*

Use *good* and *well* as required in the following sentences:

1. The letter brought us —— news.
2. We were —— pleased with our trip.
3. The pupils all recited ——.
4. A —— name is better than riches.
5. Tell the story as —— as you can.

If *good* and *well* are incorrectly used in your class, prepare a list of sentences containing the words, and use them several days in your five-minute drills.

105. TELLING STORIES FROM A PICTURE

Read the picture on the opposite page. Are the boys working or playing? Try to explain clearly the difference.

F.R

Imagine that you are one of the boys. What different kinds of fun might you have in a tree house? Should you use it as a fort, as a clubhouse, as a quiet place for reading and games, or in some other way?

Choose a sport that will make an interesting story and tell about it. This will be team work. Your teacher, or a pupil who writes well, will write the story on the blackboard as you build it sentence by sentence.

Read the entire story and see if it can be improved.

Expanding a Story

Here is a boy's story about a tree house:

Our Tree House

Early in May some of us boys built a hut in a live-oak tree. It was hard work, but we liked that. Besides building the hut, we skinned our hands, hammered our thumbs, and had a lot of fun. When the hut was finished, we gave it to the girls. They used it for a doll house until July. Then one night a heavy wind storm made junk of it.

What did the writer of the story tell about in the first three sentences? What do the next two sentences tell about? What does the last sentence tell about?

To expand means *to make larger* or *longer*. Expand the story by giving a paragraph to each of the following topics:

How we built the hut
How it was used
How it was destroyed

A boy may give the first paragraph, a girl the second, and either a boy or a girl the third. Each story-teller should stick to the point of his paragraph.

Letter Writing

When the boys who built the tree house had finished it, they sent the following letter to a club to which their sisters belonged:

Live-Oak Cabin
May 15, 1922

Dear Sunshine Club,

Live-Oak Cabin is finished at last. The roof leaks and the floor is shaky, but it is perfectly safe. Should you like it for a doll house? We'll be glad to give it to you if you care to have it. Please decide as soon as possible.

Your true friends,
The Tree Dwellers

Discuss in class the pleasant things that would naturally be said in replying to this letter. Both girls and boys may consider themselves members of the Sunshine Club. Accept or decline the offer as you choose.

Reading the Letters

In class read some of the letters that accept the boys' gift, and some that decline it. Select the best letter of each kind. Select also one letter of each group to be improved by the class.

106. ORAL LESSON — TELEPHONING

Some one may explain very clearly the correct method of using a telephone. Bring a telephone

directory to the class, if possible, and refer to it if everything is not made perfectly plain. You will find at the beginning of the book directions for using the instrument.

One pupil may be the operator at "Central," and two others may have a conversation by telephone. Discuss meeting on Saturday morning to go to the woods together, to go fishing, to play circus, or to make dolls' clothes.

Several groups of children may telephone. Which had the most interesting conversation? Which talked most naturally?

Writing Conversations

Review thoroughly Lesson 45, page 64.

Write in dialogue form a telephone conversation between a customer and a grocer; a boy and the ticket agent at a station; a girl and her music teacher; two boys who are planning to surprise a third boy; or two girls, one of whom has just received a new watch as a birthday gift.

Have at least three remarks on each side, and sometimes use the name of the person who is being spoken to. How is the name of the person spoken to set off from the rest of the sentence? How are *yes*, and *no* meaning the opposite of *yes*, set off from the rest of the sentence?

In class exchange papers, and criticize them. Tell both what is good and what might be improved. If you find any mistakes in spelling, punctuation, or the

use of capitals, make an *x* in the margin beside the line in which the mistake occurs. Return the papers to the owners to be corrected, if necessary.

Be sure to fine the teams any of whose members did not find all of their own mistakes. The eyes should by this time be well trained.

107. CONVERSATION LESSON

Daniel Webster's First Case

Daniel Webster's father was a farmer, and the woodchucks often did considerable damage to his growing vegetables. Daniel and his brother Ezekiel therefore determined to set a trap and catch the little marauders.

One morning they found a woodchuck in the trap and Ezekiel wished to kill it at once. But when Daniel saw the poor little creature trembling with fright, he insisted that it should be released. As the boys could not agree, they referred the matter to their father.

Now Mr. Webster was a wise man, and instead of deciding the question suggested that the boys be the lawyers in the case and he himself be the judge.

Ezekiel spoke first. He argued so cleverly for killing the woodchuck that his father was very proud of him.

Then came Daniel's turn. Keeping his eye on the poor captive, he pleaded eloquently for its life. When he had finished, Mr. Webster exclaimed hastily, "Zeke, Zeke, let that woodchuck go!"

Read the story. Discuss in class the burrowing habits of woodchucks and their raids on gardens.

Select a judge from each team, and divide the remainder of the class into two teams, each having a

leader. The leader of one team may argue for killing the woodchuck and the other for its release. When a leader has finished, the other members of the group may add anything they wish to what was said. When both sides have been heard, the judges may give their decision.

Your teacher will then tell you some of the arguments used by Ezekiel and Daniel, in order that you may compare them with those given by your teams. Do you think Mr. Webster judged wisely? Why? Do you agree with the verdict of your own judges? If not, state your reasons fully and clearly.

Arguing a Question

Select judges and form teams as in your last lesson. Argue one of the following questions, or some other in which you are interested:

Should there be "Keep Off the Grass" signs in public parks?

Is a policeman more useful than a teacher?

Should people who have no children help support the schools?

108. STUDY OF A WORD PICTURE

The Luck Boat of Lake Geneva

The Alpine herdsmen say that long ago an enchanted boat was seen gliding over the blue waters of Lake Geneva. Neither oars nor sails were needed to speed it over the waves, for it was drawn by singing swans and carried a fairy crew. A radiant creature in a robe whiter than goat's

milk stood at the prow. She carried a golden basket of fruits and flowers. If any peasant was so fortunate as to catch a glimpse of the boat, he and his children were happy and prosperous to the end of their lives.

But a great misfortune befell the country. A steamboat was brought to Geneva, and it plowed, a screaming, snorting monster, across the waters. The noise terrified the gentle swans, and with one wild cry they flew away. Never again did the peasants catch a glimpse of the white-robed fairy and the shining sprites. Never again did the music of the snowy swans gladden their ears.

Read the selection silently. Ask each other questions about the meanings of unfamiliar words. Do you see clearly the picture given by the first paragraph? by the second?

Find five expressions that you particularly like, each consisting of an adjective and a noun. Select five expressive verbs.

Choose at least three words to add to your notebook list. Use each word in an original sentence.

Tell the story, using some of the words you have selected.

109. CONVERSATION LESSON

Some Modern Conveniences

The coming of steamboats a hundred years ago was supposed to have driven the beautiful Luck Boat from Lake Geneva. But steam brought many blessings, and of late years clever inventions have brought many more.

As team work, make a blackboard list of modern conveniences that were not known when your grandparents were young. Think of things used in the house, in the fields, in stores and offices, in going from place to place, and in communicating between places.

When the list is finished, each pupil may select the five that he considers the most important. Compare lists, and if you disagree and cannot convince each other, select five by vote.

Written Composition

Each team may select one of the modern conveniences chosen by vote, and prepare a book to leave for next year's sixth grade. Each member of the team should write at least two short compositions. Decide what topics should be included, and divide the topics among the members of the team.

If the subject were methods of lighting, for instance, you should lead up to the modern method of lighting by electricity by describing the lighting methods of the past. One pupil might tell about the candles invented by King Alfred, another about candle-making in the homes of long ago, another about kerosene lamps, another about lighting with gas. Other pupils might visit the electric-power houses, and learn something about the way in which the electric power is generated; another might tell how the power is distributed by means of wires. The lighting of homes, of public buildings, and of city streets are all important topics. Perhaps some pupils

can describe the huge electric signs used in large cities. Some one might tell how Benjamin Franklin discovered that lightning is a flash of electric light. Other topics will occur to wide-awake boys and girls.

Take several weeks for making these books. Get all the information you can by using your eyes, by talking with older people, and by using the library. Illustrate the books with pictures, if possible.

When the compositions are ready, appoint a committee to arrange them in the best possible order. Plan also for an appropriate cover for the book.

110. DICTATION LESSON

Your teacher will dictate a paragraph that you have never seen. Review thoroughly the rules for the use of capitals, commas, apostrophes, and the question mark. If you still make mistakes in spelling common words, it will be a good plan to review the list on page 329.

111. CONVERSATION LESSON

Thrift

Look at the picture on the following page. What are the children doing?

Did you ever have a school garden? If you have none now, how might you start one? It is possible to have school gardens even in large cities. The pupils of a certain school in a Western city in a single year earned one hundred and forty dollars by selling vege-

F.R.

tables. The money was spent in buying books for the library and pictures for the classrooms.

Discuss how school gardens might be laid out. Draw a diagram on the blackboard. What vegetables would prove most profitable in your part of the country?

Why is raising vegetables as good a sign of thrift as is saving money?

112. WRITING A BUSINESS LETTER

Our government has issued a pamphlet called "The School Garden." It is known as Farmers' Bulletin No. 218, and can be obtained from the Bureau of Plant Industry, Department of Agriculture, Washington, D. C.

Review what you learned on page 190 about writing to a department of the government, and then write for a copy of the pamphlet. Shall you ask for a list of other pamphlets that relate to gardening?

A perfectly written letter may be sent. Who will have the pleasure of receiving the answer?

It will be perfectly right for any of you to ask for a copy of this pamphlet if you care to have one of your own. Why should you not send for it unless you intend to use the information it contains?

113. MAKING LANGUAGE PROBLEMS

Look over all the language problems you have had. Make three problems that are perfectly fair, but that may puzzle pupils who are not good thinkers.

Your teacher will select six of the best for you to solve.

CHAPTER EIGHT

Learning Some Last Things and Testing Language Power

You have now nearly finished the work of the year, but there are still a few matters to consider. You will then answer a list of "Can you?" questions, not by "Yes" or "No," but by doing something that will prove what you can or cannot do.

114. ANOTHER PART OF SPEECH — PREPOSITIONS

My book lies here.
My book lies on the table

What word in the first sentence tells where the book lies? What part of speech is this word? What words in the second sentence tell where the book lies? Could the word *on* alone give the information? What words must be used with *on?* The words *on the table* are called a *phrase*, because they work so closely together that they cannot be separated. What name have you given to verbs that have two parts that work together?

The principal word of the phrase *on the table* is *table*, because it shows in a general way where the book lies. But the book might lie *under* the table. The word *on*, therefore, shows exactly where the book is with reference to, or in relation to, the table.

Come to me.

What phrase in this sentence tells *where* to come? What is the principal word of the phrase in this case?

What part of speech is it? What word introduces the phrase to show where you are to come with reference to *me?* The sentence might have read "Come *with* me," or "Come *after* me."

The words that introduce the phrases you have been studying are called *prepositions.* What is the preposition in these phrases: *beyond the fence, beside the piano, through the window?*

Look at the picture on page 295, and give sentences that will show where the sprite is with reference to the mushroom. The first sentence will be, "The sprite is on the mushroom." Use *before*, *behind*, and the other prepositions that are needed.

Over the river and through the wood,
To grandfather's house we go.

Find in this quotation three phrases that show *where*, and give the preposition and the principal word of each phrase.

Prepositions sometimes introduce phrases that show *when* or *how*, and sometimes they introduce phrases that do the work of adjectives instead of adverbs. But since all the common mistakes in using prepositions are made in connection with phrases that show *where*, it is not necessary to study the others now.

Hark! the bobolink flies gayly over the meadow and sings his merry song.

Find the preposition in your notebook sentence, and mark it as you did the other words. Tell once more what work is done by all the words that are underlined. How many words remain?

A preposition introduces a phrase, and shows the relation between the principal word in the phrase and some other word mentioned in the sentence.

115. COMMON MISTAKES IN USING PREPOSITIONS

In AND *Into*

The ball is in the box.
I put the ball into the box.

In the first sentence the ball is at rest in the box. The second sentence refers to the ball's journey before coming to rest.

Between AND *Among*

The church stood between two houses.
A rose grew among a host of lilies.

What phrase in the first sentence shows where the church stood? How many houses are mentioned? What is the preposition? Are two lilies, or more than two, mentioned in the second sentence? What preposition is used?

Between shows position with reference to two things; *among* shows position with reference to more than two things.

At AND *To*

Sometimes children say, "I left my books to home." This is not correct. They should say, "I left my books at home."

In each of the following sentences, use one of the prepositions that follow it:

1. The bird flew —— its nest. (in, into)
2. The hunters trapped a bear —— its cave. (in, into)
3. —— the dry leaves, I found many chestnuts. (among, between)
4. Please do not leave your pencils —— home. (at, to)
5. A fertile plain stretches —— the mountains and the sea. (among, between)
6. We have few idle minutes —— school. (at, to)
7. Suddenly the kingfisher dived —— the water. (in, into)

8. I put my papers —— my desk. (in, into)
9. Yesterday I stayed —— home. (at, to)
10. The child was lost —— the circus tents. (among, between)

SPELLING *Through* CORRECTLY

The boy threw the ball through the window.

What words sound alike in this sentence? What part of speech is the first of the words? the second? Be careful not to confuse the verb *threw* with the preposition *through* when you write either. Give five sentences in which you use *through* and five in which you use *threw*. Write some of the sentences on the blackboard.

116. CONJUNCTIONS AND INTERJECTIONS

The lily fades and the roses wither.
Mary and Nellie are sisters.
I should like to swim, but I am afraid to try.
The clock stopped because I did not wind it.

What two short sentences were joined to form the first of the sentences above? What word joins them? What word joins the names of the girls mentioned in the second sentence? What word joins the parts of the third sentence? What word joins the parts of the fourth sentence?

These words are used for the purpose of joining words or parts of sentences. They are called *conjunctions*.

A conjunction is a word that joins words or the parts of a sentence.

The principal error you are likely to make in the use of conjunctions is to use too many *ands* and *buts*. Later you will learn some very important lessons about choosing the best conjunctions, but for the present watch *and* and *but!*

Turn now to the sentence in your notebooks which contains all the parts of speech:

Hark! the bobolink flies gayly over the meadow and sings his merry song.

Which of the two remaining words is a conjunction? Prove your answer.

And now but one word remains, "Hark!" Would the sense of the sentence be destroyed by omitting this word? The author used it to arouse a feeling of expectation in the reader.

What feeling is expressed by the words in the following sentences that are used as "Hark!" is used?

Hurrah! vacation has come.
Alas! my pet squirrel is dead.
Oh, oh! the bees have stung me.

Words that work as these do in sentences are called *interjections*.

An interjection is a word that expresses strong feeling.

Have you ever heard a girl or a boy say "Gee!" to express surprise or some other feeling? Avoid this slang interjection, and avoid also the frequent use of "Listen!" or "Say!" at the beginning of your sentences.

And now you are ready to cross out the last word of your notebook sentence. Mark it in the usual way. How many parts of speech did you find?

These eight parts of speech — nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections — do the world's work of expressing thoughts in language.

117. THE KINDS OF SENTENCES AND THEIR SUBJECTS AND PREDICATES

You should now fully understand the subject and the predicate of a statement. The other kinds of sentences also have these parts.

What is your brother doing?
Keep off the grass.
How brightly the sun shines!

Read the question. About whom is the question asked? Then *your brother* is the subject. What is the predicate?

You can more easily find the subject and the predicate of a question if you change the question to a statement; as, for instance, "Your brother is doing what." But it is not necessary to do this if you *think*. Find what is asked, and then find about *whom* or about *what* it is asked.

Now read the command. Can you find a subject? The sentence might read, "You keep off the grass," but expressing the *you* makes a very awkward sen-

tence, and the word is therefore omitted. The subject of a command is said to be *you* understood.

Read the exclamation. About what is the exclamation made? What exclamation is made about *the sun?* Give the subject and the predicate of the sentence.

Give the subjects and the predicates of the following sentences, after telling what kind of sentence each is. Give also the part of speech of each word, and tell what work it does in the sentence.

1. "Hello!" shouted Tom.
2. "Hello!" answered Ned.
3. The frightened pony dashed into the crowd.
4. Will finally caught it.
5. Read very slowly and distinctly.
6. How fiercely the wind blows!
7. Where are you going?
8. Do not waste your money.

You have learned simple names for the four kinds of sentences: *statement*, *question*, *command*, *exclamation*. The following names also are used for them, particularly in books:

Statement — Declarative Sentence.
Question — Interrogative Sentence.
Command — Imperative Sentence.
Exclamation — Exclamatory Sentence.

Learn these new names, so that you will understand what they mean when you find them in books.

118. WHAT CAN YOU DO NOW?

1. *Can you stand before your class and give a short talk, using clear sentences and exact, well-chosen words?*

For three days you may show what you can do. On the first day be prepared to tell an interesting experience. On the second, explain clearly how to play a game or how to make something. On the third, tell about something you have learned by using your eyes, using your ears, or by reading.

2. *Can you use the helps that the book gives you — the Index, the Directions for Study, and the explanations of new facts to be learned? Have you formed the dictionary habit?*

Each pupil may select from any part of this book a lesson teaching some new point, and be prepared to explain exactly how he would study the lesson.

3. *Can you speak without using some of the incorrect forms of speech you formerly used?*

Tell what bad habits you have overcome. What ones are you now striving to break? How are you doing it?

4. *Can you write a paragraph correctly and place it well on paper?*

Write a paragraph on some subject that you select yourself. Give it a good title, tell the story in an interesting way, and have no mistakes in spelling, punctuation, or arrangement.

5. *Can you write a social letter that will interest the person to whom it is written, that is correct in every way,*

and that contains no unnecessary sentences at the beginning or end?

Write a letter to a friend of about your own age, telling about the success of your school team or about some subject you choose yourself.

6. *Can you write a simple business letter, getting the form exactly right, and stating your business in the simplest, most direct way?*

Order from some dealer that you know a baseball and bat, a book, a game, or anything else you may choose.

7. *Can you find all mistakes you make in written work?*

The business letters will be exchanged, and each pupil may write a brief statement telling what is good about the letter he has and may mark any mistakes that are discovered. If your papers come back to you with marks pointing out mistakes that you overlooked, you will have found the answer to the question.

8. *Can you use better English than last year in all school subjects and also outside of school?*

Your teacher will help you to answer this question. Give your own opinion first.

9. *Can you always distinguish between a sentence and a group of words that do not form a sentence?*

Change to sentences any of the following groups of words that are not sentences:

Robert E. Lee was a gentleman he was always kind and true.

Wherever you see chickens.

"The Star-Spangled Banner" was written by Francis S. Key.

Many ships were in the bay they were driven in by a storm.

When the sailors heard the wind.

Honesty is the best policy.

10. *Can you use the library and consult reference books in getting information about things in which you are interested?*

Select the matter in which you are most deeply interested. Give the class information you obtained by using reference or other books in the library, or books that you have at school or at home. Tell how you found the subjects in the books you used.

On the following pages is a list of good books for vacation reading. Will you try to read at least two of these or two other good books during the vacation?

And now a happy summer to you all!

BOOKS FOR SUMMER READING

Oh for a book and a shady nook,
Either in-a-door or out,
With the green leaves whispering overhead,
Or the street cries all about.
Where I may read all at my ease,
Both of the new and old,
For a jolly good book whereon to look,
'Is better to me than gold.

OLD ENGLISH SONG

A WONDER BOOK. *Hawthorne.*
BETTY LEICESTER. *Jewett.*
BIOGRAPHY OF A GRIZZLY. *Seton.*
BIOGRAPHY OF A PRAIRIE GIRL. *Gates.*
BOOK OF THE OCEAN. *Ingersoll.*

Boy Life on the Prairie. *Garland.*
Boys of Other Countries. *Taylor.*
Book of Electricity for Young People. *Jenks.*
Emmy Lou. *Martin.*
Grandfather's Chair. *Hawthorne.*
Hero Tales from American History. *Lodge and Roosevelt.*
Hoosier School Boy. *Eggleston.*
Jan of the Windmill. *Ewing.*
Jim Davis. *Masefield.*
Jungle Book. *Kipling.*
Just-So Stories. *Kipling.*
Little Women. *Alcott.*
Lost in the Jungle. *Du Chaillu.*
Master Skylark. *Bennett.*
Men of Iron. *Pyle.*
Merrylips. *Dix.*
Miss Muffet's Christmas Party. *Crothers.*
Otto of the Silver Hand. *Pyle.*
Penrod. *Tarkington.*
Rebecca of Sunnybrook Farm. *Wiggin.*
Stories from Northern Myths. *Baker.*
The Story of a Bad Boy. *Aldrich.*
The Boys' Life of Theodore Roosevelt. *Hagedorn.*
Training of Wild Animals. *Bostock.*
Toby Tyler. *Otis.*
Wigwam Evenings. *Eastman.*
Wilderness Ways. *Long.*

REVIEW OF "SELF-HELP ENGLISH LESSONS, FIRST BOOK"

Contents

SECTION		PAGE
I.	Introduction	308
II.	Oral Story-telling	309
III.	Titles of Stories	309
IV.	Poems Studied in Lower Grades	310
V.	Stories Learned in Lower Grades	311
VI.	Correct Use of Words	312
VII.	Written Work — Arrangement on Paper	318
VIII.	How Titles Are Written	318
IX.	Copying — Directions for	319
X.	Writing from Dictation	319
XI.	Use of Capitals	320
XII.	Use of the Period	321
XIII.	Use of the Question Mark	321
XIV.	Use of the Exclamation Mark	322
XV.	Use of the Comma	322
XVI.	Use of the Apostrophe	323
XVII.	Use of Quotation Marks with Titles	323
XVIII.	Letter Writing	324
XIX.	The Punctuation of Conversation	325
XX.	Contractions	327
XXI.	Abbreviations	327
XXII.	Correct Pronunciation	328
XXIII.	Spelling	328
XXIV.	Preparation for Using a Dictionary	330

REVIEW OF "SELF-HELP ENGLISH LESSONS, FIRST BOOK"

I. Introduction

This outline will help you to review some things you learned in lower grades. It would have taken too much space to review all the reasons for the rules, but remember that everything you do in speaking or in writing helps the listener or the reader. The question "Why?" that occurs so often will serve to remind you how important the reasons are.

You have not thoroughly reviewed a point until you have clearly explained it.

II. Oral Story-telling

The word *story-telling* refers to any kind of oral composition in which you tell about one thing in a number of sentences that help each other. In the lower grades you tried to do the following things. Give a good reason for each:

1. Choose an interesting story to tell.
2. Tell it in short, clear sentences.
3. Let your voice help by showing where a sentence ends and by pronouncing your words very distinctly.
4. Tell facts in their right order.
5. Avoid beginning several sentences with the same word.
6. Choose a beginning sentence that will make the listeners eager to hear the rest of the story.
7. Give the story a good title.

III. Titles

The name of a story or poem or picture is called its *title.*

A title is a kind of label that shows what is in the story or picture or poem, just as the label on a fruit jar shows what is in the jar. A housekeeper might write on the label of the jar, "There is raspberry jam in this jar." But the words "Raspberry Jam" tell what the jar contains as well as the sentence does.

The same thing is true of titles of stories. We might say, "This story tells about 'Jack the Giant Killer.'" But the words "Jack the Giant Killer" at the head of the story serve the same purpose.

As a rule, titles are not sentences. They simply name something without telling anything about the thing named.

When trying to select a good title, it is helpful to express in a sentence what you are planning to tell about. You will usually be able to select a title from the words of the sentence. You might say, for instance, "I am going to tell about learning to skate." In this sentence you find a good title — "Learning to Skate."

IV. Poems Studied in Lower Grades

These poems are listed in the order in which they appeared in the First Book. To review any of these poems that you wish to remember always, you can either borrow "Self-Help English Lessons, First Book," from a class now using it, or you can find the poems in other books. If you have a public library, the librarian will help you find them.

Who Loves the Trees Best? *Alice May Douglas.*
Autumn. *George Cooper.*
Autumn Leaves. *Frank Dempster Sherman.*
Which Loved Best? *Joy Allison.*
Hiawatha's Childhood. *Henry W. Longfellow.*
Sympathy. *Mary Mapes Dodge.*
The Bluebird. *Emily Huntington Miller.*
The Raindrops' Ride. *Selected.*
Springtime. *Mary Gordon.*
America. *Samuel F. Smith.*
Autumn Fires. *Robert Louis Stevenson.*
Goldenrod. *Frank Dempster Sherman.*
The Difference. *Virginia Woods Mackall.*

Daylight and Moonlight. *Henry W. Longfellow.*
The Little Fir Tree. *Henry van Dyke.*
The Land of Storybooks. *Robert Louis Stevenson.*
Windy Nights. *Robert Louis Stevenson.*
Hiawatha's Picture Writing. *Henry W. Longfellow.*
What Robin Told. *George Cooper.*
Pussy Willow's Secret. *Selected.*
Under the Ground. *Selected.*
Rain in Summer. *Henry W. Longfellow.*
Hide and Seek (two stanzas). *Henry van Dyke.*

V. Stories Learned in Lower Grades

In the lower grades you learned each year a number of stories which you told largely in the words of the book. Most of these stories were fables. A fable is a short story, usually about animals, that teaches some important lesson.

The stories you learned to tell were chosen from the following list:

The Boy and the Nuts.
The Goose and the Golden Eggs.
The Thirsty Crow.
The Dog in the Manger.
The Donkey and the Lion's Skin.
Why the Evergreen Trees Keep Their Leaves in Winter.
Why the Owl Flies at Night.
The Boy Who Stole Apples.
How the Butterflies Came.
The Boys and the Frogs.
The Moon's Coat.
The Oak and the Reed.
The Eagle and the Crow.

VI. Correct Use of Words

The First Book gave daily drills on many words that are sometimes used incorrectly. Whenever you find that any of these forms still trouble you, study the sentences so that you will understand how the words are used, make more sentences of the same kind, and repeat them many times until you overcome the bad habit you have formed.

The words occur in groups of two or more, and are arranged according to the initial letter of the first word of the group. The words are correctly used in the sentences which follow them.

1. *Am not, aren't, isn't. Ain't* is often incorrectly used for these words. *There is no such word.*

I am not going to the picnic.
We aren't planning to play the story.
Isn't it time for the spring flowers?

2. *Ate, eaten. Ate* never requires helping words like *was* and *were. Eaten* always requires a helping word.

I ate an orange for breakfast.
We have eaten our lunch.

3. *Blew, grew, knew, threw.* We say *blow, grow, know,* and *throw.* There are no such words as *blowed, growed, knowed, throwed.* The correct forms are *blew, grew, knew, threw.*

Who blew the largest bubble?
The weeds grew faster than the flowers.
I knew my lessons perfectly.
Frank threw the ball over the house.

4. *Brought.* Sometimes children use the word *brung* for *brought.* There is no such word. *Brought* is the correct form.

Father brought me a new book from the city.
What have you brought to the picnic?
I brought sandwiches and fruit.

5. *Came* and *come. Come* sometimes needs helping words like *has, have, had. Came* never needs a helping word.

Come and see these pictures.
Who came to the door?
The grocer came.
He had come for orders.

6. *Did* and *done. Done* always needs a helping word like *has* and *have. Did* never needs a helping word.

I did my examples yesterday.
I have done them all.

I did	You did	You have done	He has done

7. *Don't* and *doesn't. Don't* is a contraction of *do not. Doesn't* is a contraction of *does not.*

It doesn't pay to be careless.
We don't often see the northern lights.

I do not	You do not	They do not	We do not
I don't	You don't	They don't	We don't
They do not	He does not	She does not	It does not
They don't	He doesn't	She doesn't	It doesn't

8. *Give, gave, given.* *Given* always needs a helping word like *has, have,* or *was.* *Gave* never needs a helping word.

Will you please give me a ride?
Who gave you your bicycle?
Father gave it to me at Christmas.
I have given my old one to Ned.

9. *Hasn't any, haven't any, has no, have no.* The incorrect forms *ain't got no, haven't got no, hasn't no,* are often used instead of the correct forms. These expressions must be weeded out of the English language. Help by weeding them out of *your* speech.

Mother has no time to visit.
Mother hasn't any time to visit.
I haven't any pet.
I have no pet.

I have no	We haven't any	She hasn't any
You have no	They haven't any	He has no

10. *I* and *me.* The mistakes in using these words are usually made when they are used in speaking of some other person and yourself.

Whenever you would use *I* in speaking of yourself alone, use *I* in speaking of some other person and yourself.

Whenever it is correct to use *me* when speaking of yourself alone, use *me* when speaking of some other person and yourself.

I am going to the circus.
Father and I are going to the circus.

Mother gave me a new book.
Mother gave Grace and me a new book.

Notice that you always mention the other person first. It is not incorrect to mention yourself first, but it is not polite.

11. *Is* and *are*. *Is* is used in speaking of one person and thing. *Are* is used in speaking of more than one person or thing.

The sun is shining brightly.
The clouds are flitting across the sky.

Are is always used with the word *you*, whether *you* means one person or more than one.

You are writing very neatly, Mary.
You are all writing neatly, girls.

12. *May* and *can*. *You may go* means that you have permission to go. *You can go* means that you are able to go.

May I ride the black mare?
I think I can manage her.
May we read a story in the study period?
You may if your other lessons are finished.
Can you swim across the pond?
I think I can.
I'll ask mother if I may try.

13. *Rang* and *rung*. *Rang* never needs a helping word like *has*, *have*, or *was*. *Rung* always needs a helping word.

Who rang the bell?
I rang it.
Ned has rung it, too.

14. *Run* and *ran*. *Run* sometimes needs a helping word and sometimes it does not. *Ran* never needs a helping word.

Last Saturday I ran a mile.
I have run all the way to school.
The boys ran a race.
They ran very swiftly.

15. *Sang* and *sung*. *Sang* never needs a helping word. *Sung* always needs a helping word like *has*, *have*, *was*, *were*.

Mother sang to the baby.
She has sung him to sleep.
We all sang "America."

16. *Saw* and *seen*. *Saw* never needs a helping word. *Seen* always needs a helping word like *has* or *have* or *was*.

I saw a curious sight.
I have seen many curious sights.
Who saw the aëroplane?
We have all seen it many times.

17. *Teach* and *learn*. You *learn* to do a thing yourself. Some other person *teaches* you to do a thing.

Aunt May is teaching me to knit.
She says I am learning rapidly.
Baby birds learn to fly.
The mother bird teaches them.

18. *Those* and *them.* Some children use the word *them* instead of *those.* They say, "Give me them books." This is incorrect. With the word *them* we never mention the name of the things to which *them* refers. Both words are correctly used in the following sentences:

Those books are mine.
Give them to me.
Please let me take those pencils.
Please let me take them.

19. *Was* and *were.* *Was* is used in speaking of one person or thing. *Were* is used in speaking of more than one person or thing. *Were* is always used with the word *you,* whether one person or more than one is being spoken to.

The spider was spinning his web.
The spiders were trying to catch a fly.
You were the champion player, Ned.
You were doing good work, girls.

20. *Went* and *gone.* *Went* never needs a helping word. *Gone* always needs a helping word like *has* and *have.*

The boys went to the ball game.
The boys have gone to the ball game.
Who went with them?
Father has gone with them.

VII. Written Work — Arrangement on Paper

1. *Margins.* Just as a printed page has margins, a written page also should have them. Why? The right margin may not be as regular as the others, but it should always be wide enough to help make a frame for the written part of the page.

2. *Sentences that are not related.* Sentences that do not belong together — that is, sentences that do not help each other — are written one below the other, each beginning on a new line.

3. *Paragraphs.* Sentences that are related — that is, sentences that help each other tell a story — are written in the form of a paragraph. The first line of a paragraph is indented. Why?

Spring has come at last. The birds are singing and the flowers are beginning to bloom. Soon the fields will be covered with a rich carpet of green.

VIII. How Titles Are Written

The first word, the last word, and all other important words of a title begin with capital letters. Why? The title of a story is written in the middle of the line. Why?

The Story of a Bad Boy

When a title is quoted in a sentence, it is inclosed in qu tation marks. Why is this done?

Last summer I read "Donkey John of the Toy Valley" and "Little Brother to the Bear."

IX. Copying

Before copying a sentence, study it as follows:

1. Read the sentence and make sure of its meaning.
2. Answer the following questions:
   With what kind of letter does the sentence begin?
   Does the sentence tell something, or does it ask something?
   What mark is used at the end?
3. Give a reason for all other capitals and punctuation marks.
4. Study the spelling of words you do not know.
5. Read the entire sentence once more.

After this study, write the sentence without looking again at the book.

Before copying a paragraph, study each sentence, and be sure to indent the first line.

X. Writing from Dictation

1. *Studied dictation.* Notice if the sentences are written separately or as a paragraph, and give a reason for the arrangement.

Study the lesson as if it were to be copied. When your teacher has dictated a sentence, say it to yourself before beginning to write it. Try to do this without moving your lips. Try to see in your mind how the sentence looks when written. Then write it without hesitation.

When you have finished, look over your work carefully and correct neatly any mistake you may have made.

2. *Unstudied dictation.* Your teacher will first read the entire lesson so that you may decide whether the sentences are to be written separately or as a paragraph. She will then read the sentences one by one. Before beginning to write the sentence, think whether it is a telling sentence or a question. Decide also what words should begin with capital letters, and what punctuation marks should be used.

Say the sentence to yourself, and then write it. Look over your work for mistakes.

XI. Use of Capitals

1. Every sentence begins with a capital letter:

George Washington was our first President.
Do you know any stories about his boyhood?

2. Every part of a person's name begins with a capital letter:

Henry Wadsworth Longfellow, John Greenleaf Whittier

3. Capitals are always used in writing initials:

Robert E. Lee, R. L. Stevenson

4. The names of places begin with capital letters:

New York, Austin, Savannah River, Mount Washington

5. The names of the days of the week, the months of the year, and holidays begin with capital letters:

Tuesday, February, Christmas, Hallowe'en

6. The word *I* is always written as a capital:

Father and I went to the circus.

7. Every line of poetry begins with a capital letter:

Said the Table to the Chair,
"You can hardly be aware
How I suffer from the heat
And from chilblains on my feet."

8. The abbreviations *Mr.* and *Mrs.* and the title *Miss* always begin with capital letters.

Mr. and Mrs. Bee called on Miss Clover.

9. The first word, the last word, and all other important words of a title begin with capital letters.

A Race on the Ice

XII. Use of the Period

1. A period is used at the end of every telling sentence:

The elephant uprooted the tree with his trunk.

2. A period is used after initials

Thomas A. Edison, T. A. Edison, T. A. E.

3. A period is used after every abbreviation:

Mr., Dec., Mon., St., Ave. See Section XXI, page 327.

XIII. Use of the Question Mark

The question mark is used after every asking sentence:

How does the Eskimo travel across the ice fields?

XIV. Use of the Exclamation Mark

The exclamation mark is used after a word or sentence that expresses strong feeling:

Hark! I hear the distant roar of the ocean.
Run for your life!

XV. Use of the Comma

1. The comma is used for setting off the parts of a date and of an address, and for setting off other parts of a letter, as shown in the following model:

25 Highland Ave.
Los Angeles, Cal.
May 5, 1921

Dear Mother,

We reached California yesterday and are glad the long trip is over. I shall write you a long letter as soon as we have unpacked our trunks. Three cheers for the Land of Sunshine!

Your loving son,
Hal

2. The comma is used to set off from each other the words forming a list.

This use of the comma was not thoroughly taught in the First Book, but your attention was called to it when you asked Santa Claus for a list of presents, when you wrote lists of the birds you saw in the spring, and at other times.

Please bring me a book, a new sled, and an overcoat.
I have seen robins, bluebirds, and swallows.

3. Other uses of the comma were *observed* but not used. These occur in connection with writing conversation, and are reviewed in Section XIX, page 325.

XVI. Use of the Apostrophe

1. The apostrophe is used in place of the letter or letters omitted in forming contractions:

isn't, I'll, doesn't, shouldn't

2. An apostrophe and an *s* are added to the name of one person or thing to show ownership or possession. The name of the thing owned always immediately follows the word that denotes possession.

Frank's boat was well ahead in the race.
The sun's rays were very warm.
Mr. Smith's store was broken into last night.

In writing, the apostrophe is made as in the following word: *Mary's.*

XVII. Use of Quotation Marks

When titles of books, poems, or pictures are mentioned in a sentence, they are inclosed in quotation marks:

The title of the picture was "Stop, Thief!"
My favorite book is "Adventures of Pinocchio."

Another use of quotation marks was *observed* but not used. This occurred in connection with the study of how conversation is written. See Section XIX, page 325.

In writing, quotation marks are made thus: " "

XVIII. Letter Writing

In the lower grades you were taught to write stories of only one paragraph. In this paragraph you told all that you had to say about your subject.

Later you will learn to write stories of more than one paragraph, but the entire story will be about the same subject.

Letters are somewhat different from other compositions. When we write to a friend, we often speak of several matters that have nothing to do with each other. We may tell about a journey, our Christmas presents, or good times we are having, all in the same letter. When we do this, we use a separate paragraph for each subject.

For a model of a one-paragraph letter, see Section XV, page 322. The following model shows how a letter of several paragraphs is arranged:

24 Bolton Street
Cleveland, Ohio
January 5, 1922

Dear Bessie,

Many thanks for your lovely Christmas present. What little bird told you that I wanted "In the Days of Giants" more than any other book?

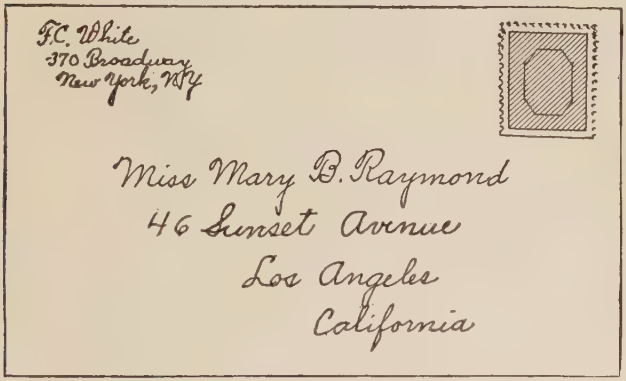
Last night we had a terrible storm. Rain, snow, and hail all came down together. This morning the streets are covered with ice. I just saw two children fall. Poor little things!

Give my dearest love to Uncle John and Aunt Fannie. When are you all coming to visit us?

Your loving cousin,
Jennie

Letter writing is the most important writing you do. It is the only kind of writing that most people find it necessary to practice. For this reason you should get the form *exactly right.* There is no excuse for failure to do this.

The following model shows you how an envelope should be addressed. Why is the name of the state written in full? Why is it written on a line by itself?



XIX. The Punctuation of Conversation

You have noticed how little punctuation is necessary in writing simple stories or letters that do not tell what people say. But conversation requires a great deal of punctuation, and in the lower grades you learned to open your eyes so that you would notice and understand this punctuation when you read conversations in this book and in your readers.

These are the facts you learned to observe:

1. In speaking to each other, people often mention the name of the person to whom they are speaking. This name is set off from the rest of the sentence by a comma or by commas. Why? Does your voice also set it off?

Come over and see my new bicycle, Tom.
Tom, come over and see my new bicycle.
Come over, Tom, and see my new bicycle.

2. In answering people, we often use the word *yes* and the word *no*, meaning the opposite of *yes*. These words are set off from the rest of the sentence by commas. Why? Does your voice also set them off?

Shall you go to New York this winter?
No, I think we shall remain at home.
Yes, we shall go soon after Christmas.

3. When we tell the exact words used by another person, we are quoting that person, or, in other words, we are using a quotation. When a quotation is written, three things are done to make it very plain that a person's exact words are being given:

The quotation is separated from the rest of the sentence, usually by one or two commas.
The quotation begins with a capital letter.
The quotation is inclosed in quotation marks.

It does not matter whether the quotation comes at the beginning of the sentence or at the end. The three rules always apply:

"My broth is too cold," said the father bear.
The father bear said, "My broth is too cold."

XX. Contractions

In conversation and in writing letters, we sometimes use short forms instead of the words *cannot*, *did not*, *you will*, etc. These short forms are called *contractions*. The most commonly used contractions are *can't*, *don't*, *isn't*, *aren't*, *I'll*, *you'll*, *won't*, *doesn't*, *couldn't*, *wouldn't*. For what two words does each stand? What letter or letters were omitted in each case?

An apostrophe takes the place of the letter or letters that are omitted. *Won't* means *will not*. It is not formed in the usual way.

XXI. Abbreviations

Abbreviations are short forms that are used only in writing. No change is made in the pronunciation of the words, but they are written in a shortened form in order to save space and time.

The following abbreviations were studied in the lower grades. The period shows that they are not words, but that they only stand for words. The period must never be omitted. Which words are never written in full?

Mister,	Mr.	Wednesday,	Wed.	April,	Apr.
Missis,	Mrs.	Thursday,	Th.	August,	Aug.
Street,	St.	Friday,	Fri.	September,	Sept.
Avenue,	Ave.	Saturday,	Sat.	October,	Oct.
Sunday,	Sun.	January,	Jan.	November,	Nov.
Monday,	Mon.	February,	Feb	December,	Dec.
Tuesday,	Tues.	March,	Mar.		

XXII. Correct Pronunciation

The following words and groups of words should be reviewed until they are correctly pronounced without hesitation both singly and in sentences:

across
asked
because
been
borrow
burst
can
catch
clothes
doing
drowned
evening
fellow
follow
for
from
get
going
hold
hollow
jumping
just
kept
laughed
length
making
mellow
off
often
once
perhaps
picture
playing
pretty
pumpkin
reading
running
shut
since
singing
slipped
stopped
swallow
told
toward
was
what
wheat
wheel
when
where
which
while
whip
whisper
white
whittle
why
window
yellow

there is
ate an apple
give me
good and bad
let me
used to
yes, sir

XXIII. Spelling

The following common words are often misspelled. They all occurred in the First Book.

across
afraid
again
against
almost
always
answer
any
April
asked
August
aunt
autumn
beautiful
because
beginning
believe
built
burst
busy
can't
catch
choose
Christmas
color
coming
could
country
cousin
cried
December
doctor
does
doesn't
dollars
done
don't
early
easy
enough
every
father
February
forty
fourth
Friday
friend
getting
goes
gone
guess
half
Hallowe'en
heard
hoping
hopping
I'll
instead
isn't
January
July
June
just
lose
loving
making
many
March
May
meant
minute
Monday
much
ninety
ninth
none
November
October
perhaps
picture
please
raise
ready
running
said
Saturday
says
season
seems
September
shoes
since
some
stopped
stories
straight
such
sugar
Sunday
sure
taking
tear
Thanksgiving
they
thought
Thursday
tonight
toward
tried
true
truly
Tuesday
until
useful
very
wear
Wednesday
were
where
which
who
woman
women
won't
writing
written
wrote
yours

The underscored words below should be studied for both spelling and use.

all right
ate an apple
been trying
blew a bubble
a blue dress
break a window
buy a pencil
dear friend
eight cents
hear a noise
come here
an hour ago
knew the rules
know our lessons
led the march
a piece of pie
read yesterday
the right hand
a rough road
rode a horse
their books
there are
threw the ball
through the air
too large
two cents
used to play
last week
the whole orange
made of wood
would have done
can't write

XXIV. Preparation for Using a Dictionary

As you know, a dictionary is a book that tells you how to spell words, how to pronounce them, and what they mean. The following exercises prepared you to use not only a dictionary, but other books containing lists of words arranged alphabetically.

Learning the alphabet. Learning the alphabet is the first step in preparing to use a dictionary. Repeat the alphabet rapidly.

Which letter of the following pairs comes first in the alphabet: *b* or *f*; *m* or *g*; *p* or *r*; *n* or *j*; *o* or *x*?

Which is the first letter of the alphabet? the last? How many letters are there in all? What are the two middle letters?

When looking for a word in an alphabetical list, think whether the initial letter of the word comes near the beginning, the middle, or the end of the alphabet. If the word begins with *t*, for instance, waste no time by searching in the early part of the list.

Arranging words in alphabetical order. Copy the words in the list at the foot of page 268, on separate pieces of paper. After mixing them thoroughly, sort them so that all words beginning with *a* will be together, all beginning with *b*, and so on. Then arrange them in a list, following the order of the letters of the alphabet.

In a dictionary there are many pages of words beginning with the same letter. It would take a long time to find a word if it were necessary to look through the entire list. For this reason we think of the *second* letters of the words. The second letters also are arranged alphabetically, as shown in the following list: *baby*, *between*, *bitter*, *blanket*, *border*, *branch*, *button*, *by*.

It often happens that there are many words beginning with the same first and second letters. When this is the case, think of the *third* letters in hunting for a word. When should you need to think of the *fourth* letter?

Arrange the following groups of words alphabetically. Of which letter must you think in each case?

shape, shutter, shrink, shine, shy, sheep, shop
change, chase, chafe, chart, chair, challenge
almost, arm, against, about, apron, after, asleep, any, autumn
wish, whose, water, wrote, went, worse
grammar, grass, grand, grave, grade, graze

INDEX

This index includes the topics reviewed from "Self-Help English Lessons, First Book." For convenience, these topics are placed first and are preceded by the letter *R*.

Abbreviations: *R* 327. 107, 123, 124, 197, 276.
Accents, use of. 37.
Addresses, how written, *R* 322. 23, 90.
Adjectives: the work they do, 255; adjectives that describe, 256; that do not describe, 256; *a* and *an*, use of, 257; selecting suitable adjectives, 259, 261, 271, 274, 276, 289; overworked adjectives, 259; drill in use of, 267, 280; proper, 274, 275; use of exact, 275; distinguished from adverbs, 280.
Adverbs: the work they do, 278; correct use of, 280; distinguished from adjectives, 280; common errors in using, 281.
Apostrophe:
R in contractions, 323; to denote possession, 323.
in contractions, 32, 53, 59, 216.
to denote possession, 32, 59, 100, 117, 200.

Books for summer reading, lists, 148, 305.
Bulletin board, use of, 89, 120, 247.

Capital letter, use of:
R to begin a sentence; every part of a person's name; the names of places, days of the week, months, holidays; every line of poetry; some abbreviations; and important words of titles; for initials, and the word *I*, 320, 321.
drill in use of, 16, 27, 79, 108.
to begin proper nouns, 197.
proper adjectives, 274, 275.
Card catalogue: use of, 219.
Comma, use of:
R to set off the parts of a date, an address, the salutation and the complimentary close of a letter, 322.
to set off the name of person spoken to, 59, 64, 100, 108, 143, 232, 286, 326.
to set off words of a series, 45, 80, 100, 166, 322.
words that explain, 247.
words *yes* and *no*, 64, 143, 286, 326.
Complimentary close. *See* Letter Writing.
Compound words:
how written, 228.
spelling of, 229, 230, 252.
Conjunctions:
the work they do, 298.
avoiding too frequent use of *and* and *but*, 299.
Contents of a book:
purpose of, 23.
making for notebooks, 23, 160.
Conversation Lessons: 55, 65, 97, 110, 128, 132, 142, 165, 200, 227, 243, 250, 286, 287, 289, 291.
Copying:
R learning how to copy, 319.
exercises in: 12, 16, 61, 74, 77, 105, 113, 161, 163, 197, 223, 228, 248, 260.
Correct usage:
R use of *am not, aren't, isn't; ate, eaten; blew, grew, knew, threw;*

Correct usage — *Continued*
brought; came, come; did, done; don't, doesn't; give, gave, given; hasn't any, haven't any; I, me; is, are; may, can; rang, rung; run, ran; sang, sung; saw, seen; teach, learn; those, them; was, were; went, gone, 312–317.
use of:
at, to, 297.
began, begun, 85.
between, among, 297.
bring, take, 178.
broke, broken, 85.
drank, drunk, 85.
good, well, 282.
have with *could, would, should, might*, 56.
I, he, we, etc., after *It is*, 130.
in, into, 296.
leave, let, 178.
lie, lay, 71.
not words, 169.
ought, ought not, 32.
sit, set, 110.
spoke, spoken, 85.
then, than, 46.
Drills, additional, 9, 24, 58, 74, 75, 131, 145, 205, 224, 268.
prepared by pupils, 94, 106, 115, 125, 133, 139, 185.

Diacritical marks, use of, 37.
Dictation lessons:
R how to prepare for, 319, 320.
prepared by pupils, 27, 53, 68.
studied, 91, 124, 161, 208, 229, 248, 275.
unstudied, 12, 105, 172, 197, 291.
Dictionary:
R preparation for using, 330.
use of, for spelling, 36, 107.
pronunciation, 37.
meanings, 37, 38, 207, 252.

Dramatization:
Discontented Brownie, The, 47.
Elephant, the Monkey, and the Partridge, The, 125.
Historical Story, A, 272.
How Arthur Was Crowned King, 266.

Exclamation mark: *R* 322. 53, 122.

Fables. *See* Stories.
Following Directions: 11, 109.

Games:
Completing Sentences, 121.
Dictionary Contest, 252.
Matching Nouns, 194.
Nonsense Sentences, 131.
Relay Race, 144, 183.

Hyphen:
to divide word at end of line, reviewed, 228.
separate parts of compound words, 228.

Index, use of, 153, 160, 172.
Interjections:
the work they do, 299.
avoiding certain ones, 299.

Language lessons, their relation to other school subjects, 8, 11, 67, 79, 105, 115, 196, 243, 271, 274.
Letter Writing:
R 324-325. Model of one-paragraph letter, 322; letter of several paragraphs, 324; address on envelope, 325.

Letter Writing — *Continued*
Kinds of letters:
Business, form of, 176.
types of:
ordering goods, 176, 178, 293.
subscribing for magazines, 220, 221.
applying for position, 249, 250, 251.
answering application, 250.
explaining an accident, 270.
answering explanation, 271.
Invitation for general use, 146, 272.
Social, cautions:
avoid useless sentences at beginning and end, 77.
consider interests of persons written to, 173.
Parts of letters: heading, salutation or greeting, body, complimentary close, signature, 79.
Exercises in letter writing: 12, 13, 18, 46, 52, 56, 77, 79, 89, 92, 106, 107, 124, 145, 171, 173, 175, 176, 177, 178, 208, 220, 221, 249, 250, 251, 270, 271, 277, 285, 293.

Memory, committing to, 32, 70, 77, 99, 115, 152, 166, 182, 227, 241, 253.

Notebooks:
making, 21, 160.
use of, 24, 26, 28, 31, 46, 54, 69, 87, 95, 105, 130, 132, 143, 163, 170, 172, 178, 182, 184, 189, 193, 195, 199, 201, 203, 218, 237, 241, 247, 257, 261, 262, 271 274, 289.

Nouns: the work they do, 193; proper and common, 196, 197; singular and plural forms, 198, 211, 232; spelling irregular plurals, 198, 199; possessive forms, 200, 211; drill exercises, 195, 202, 210, 223, 254, 257, 280.

Oral work, types of:
composition, telling stories, 3, 5, 7, 8, 9, 15, 16, 28, 35, 60, 63, 84, 94, 99, 108, 112, 125, 142, 155, 156, 180, 188, 196, 208, 217, 223, 246, 261, 270, 271, 274, 282, 284, 288.
describing, 18, 84, 125, 188, 261.
explaining, 42, 44, 55, 69, 85, 87, 139, 271.
trying to convince, arguing, 288.
reproduction, 30, 103, 104, 115, 116, 130, 142, 160, 183, 194, 202, 205, 226, 241, 266.
See also Conversation Lessons, Games, Dramatization, Poems, Stories, Sentence Study.
Lessons in oral composition: *R* how to tell stories, 309.
Learning to stick to the point, 40.
use direct quotations, 61.
use exact language, 82.
understand paragraphs, 102.
combine short sentences, 135, 136, 138, 160, 230, 231.
go directly to the point, 138.
talk from outlines, 204.
increase stock of words, *see* Word Study.
Outlines. *See under* Paragraph study.

Paragraph study:
R what a paragraph is, 318; paragraphs in letters, 324.

Paragraph Study — *Continued*
importance of, 105.
from outlines, 204, 208, 242, 274, 284.
lessons in, 102, 103, 104, 115, 117, 161, 162, 203, 208, 242, 289.
relation to other school subjects, 105, 115, 205, 243.
Parts of speech, list of, 300.
See Nouns, Pronouns, Verbs, etc.
Period, use of:
R at end of statement, for initials, in abbreviations, 321. 53, 108.
Phrase, verb, 237.
introduced by preposition, 294.
Poems:
R list of, 310, 311.
Aladdin, 70.
Birds' Christmas Carol, The, 53.
Boy's Song, A, 19.
Little Brown Wren, The, 272.
Miller of the Dee, The, 96.
Our New Liberty Bell, 164.
Pass It Along, 206.
Pumpkin, The, 181.
Sheep in the Sky, The, 240.
Short selections, 76, 77, 115, 181, 222, 241.
Song, 113.
Song from "Pippa Passes," 31.
Star-Spangled Banner, The, 149, 150.
What Do We Plant When We Plant the Tree? 140.
Prepositions:
the work they do, 294.
correct use of, 296.
Problems, oral and written, 58, 59, 79, 80, 100, 101, 116, 117, 133, 134, 170, 171, 210, 211, 231, 232, 253, 254, 276, 277, 293.
Projects:
Corresponding with other schools, 89.
Forming language teams, 182.
Good-English drive, 74.
Hallowe'en party, 182.
Keeping a bulletin board, 89.
Making a joke book, 108.
a thrift book, 245.
team books, 290.
toys for younger children, 55.
Preparing correct-usage drills, 95, etc.
dictation exercises, 27, etc.
programs, 92, 145, 272.
Pronouns, the work they do, 212; making lists of, 213; incorrect use of pronouns, 214; errors in writing, 216; exercises in, 217, 223, 228, 232, 254, 257, 280.
Pronunciation drills, *R* 328. 25, 26, 89, 178, 246.
Proverbs, writing stories from, 185.
Punctuation. *See* Comma, Period, etc.

Question mark, *R* 321. 53, 100, 108.
Quotation marks, use of, *R* in writing titles, 323; in writing quotations, 326.
Use taught in connection with writing quotations.
Quotations, *R* 326.
direct and indirect, 61.
divided, observed, 162, 275; not used in original work.
exercises in explaining and writing, 59, 60, 61, 66, 80, 92, 94, 108, 113, 144, 170, 189, 210, 253, 276.

Self-Help, Methods of, reviewing, 14; using notebooks, 21; using all the help the book gives, 28; using new words, 28; using the eyes to get in-

Self-Help, Methods of — *Continued*
formation, 34; using the dictionary, 36; self-criticism, 71; studying independently, 153; training eyes to see mistakes in written work, 163; training the ears to become sensitive to mistakes, 167; using a library, 219.
Sentence Study:
answering questions in the most direct way, 67, 159.
kinds of sentences, statement, question, command or request, exclamation, 122; new names for, declarative, interrogative, imperative, exclamatory, 301.
parts of statements, subject and predicate, 118.
simple subject, 278.
predicate verb, 278.
subject and predicate of questions, commands, and exclamations, 300, 301.
combining short sentences, 135, 136, 138, 160, 230.
groups of words that are not sentences, 158, 258.
drill exercises: 44, 122, 134, 159, 192, 193, 201, 210, 211, 234, 236, 253, 254, 278, 280, 301.
Spelling: *R* 329, 330. 12, 25, 26, 95, 140, 163, 198, 199, 229, 252, 268, 298.
Stories and other prose for study:
R review list, 311.
American Boy, The, 165.
American's Creed, The, 150
Boastful Rushlight, The, 226.
Boy and the Echo, The, 161.
Boy Who Recommended Himself, The, 250.
Cheerful View of Things, A, 224.
Chestnut Harvest in the Apennines, The, 204.
Daniel Webster's First Case, 287.
Discontented Brownie, The, 47.
Elephant, the Monkey, and the Partridge, The, 125.
Eruption of the Geyser, The, 256.
Friend in Need, A, 194.
General Jackson's Honesty, 93.
Honest Farmer, The, 183.
How Abraham Lincoln Saved His Dog, 93.
How Arthur Was Crowned King, 263.
How Cotton Came into the World, 103.
How "The Star-Spangled Banner" Came to be Written, 241.
King and the Peasant, The, 129.
Laddie's Last Fire, 102.
Letter of Phillips Brooks, 173.
Letter of Thomas Hood, 174.
Little Postboy, The, 166.
Luck Boat of Lake Geneva, The, 288.
Pet of the Camp, The, 202.
Punishment of Echo, The, 160.
Saving the Town Bell, 68.
Short selections, 99, 150, 152, 227.
Spartan Politeness, 201.
Two Ways of Looking at Things, 142.
Wind and the Sun, The, 30.
Wolf and the Crane, The, 29.

Telephoning, 285.
Titles of address. *See* Abbreviations.
Titles of stories: *R* 309, 318, 321; 22, 35, 43, 113, 118, 155, 160, 205.

Verbs: the work they do, 234; action verbs, 235; non-action verbs, 235; correct use of, 236; common errors in use reviewed, 237; selecting expressive verbs, 238, 239, 243, 246, 289; other words for *said*, 240; spelling *ed* and *ing* forms, 252; drills, 254, 257, 280.
Voice, 6, 45, 71, 116, 166, 247, 258.

Word Study: 29, 30, 54, 69, 82, 88, 97, 100, 105, 127, 130, 143, 161, 166, 184, 192, 195, 203, 207, 273, 289.
See also under Adjectives, selecting suitable; *under* Verbs, selecting expressive.
Written Work:
Composition: story-telling and miscellaneous.
R arrangement on paper, 318.
6, 8, 9, 23, 24, 28, 31, 36, 43, 51, 65, 66, 67, 71, 80, 85, 94, 99, 100, 106, 108, 113, 117, 125, 132, 133, 143, 155, 156, 159, 170, 181, 184, 189, 207, 217, 218, 223, 231, 238, 245, 261, 266, 286, 290, 293, 302.
describing, 18, 85, 125.
explaining, 88, 201, 271.
See also Copying, Dictation, Letter Writing.